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Studying Children

DIAGNOSTIC AND REMEDIAL
PROCEDURES IN TEACHING

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Preface

ONE of the difficult problems in teacher-training is to bridge the gap between theory and practice. At present there exists a very real and discouraging disparity between the theory, objectives, and philosophy presented to teachers-in-training, and the nature of the actual school program as it is administered. Teacher-training institutions tend to set high standards for public education. When representatives of these institutions visit the schools in which their graduates work, instead of finding progressive teachers in modern schools, they too frequently find discouraged or complacent teachers in conventional schools attempting to teach subject-matter to classes of uninterested pupils who have adopted the cloak of conformity in a teacher-dominated classroom.

Schools in which teachers and administrators practice democracy in education; in which the pupils are aware of the objectives of the school and of the subjects taught them; and in which they receive constructive training in self-discipline, are difficult to find. Educators often regard individualization as an impractical theory and allow group conformity to take its place. One is frequently pleased to find cumulative records available for each child, but is disheartened to learn that only a few of the teachers use them. When her attention is called to Mary who exhibits extremely recessive behavior, and Henry who is over-aggressive,

the teacher cannot present any analysis of their attitudes, and only exclaims: "Henry is driving me to distraction. I have tried every type of penalty and punishment that I know, but nothing works. Mary is a sweet girl who never bothers anyone."

The difficulty experienced by teachers-in-training in studying children is genuine and fundamental. They find it hard to comprehend the complexity of the problems which they will face as teachers, for in their practice-teaching they are free from many of the responsibilities which they must later assume. Because of the pressure of required courses, time frequently will not permit prolonged and intensive work in child study. Training in child study is frequently only a small part of a theoretical course which provides text material in child development but little or no opportunity to study children.

Teachers-in-service are confronted with an equally difficult problem. They must complete a heavy program of work in which group instruction forms the basis for the day's activities. Encouragement of a child-study program, time for pursuing it, and facilities for its operation are generally lacking. Under such conditions, teachers find it difficult to apply the ideals and philosophy of modern education to practical classroom situations. They may pay lip-service to these concepts but in practice disregard them. It is easier for the teacher to follow a program based upon group instruction, emphasis on subject-matter, and a routine, conventional method of dealing with her pupils' problems. The conventional school uses extrinsic methods of motivation, failure, penalties, punishment, and neglect as sub-

stitutes for a constructive program of child study based on diagnosis and remediation. The teacher soon accepts the traditional practice of forcing the child into conformity with the inflexible school program.

The author's experience in the in-service training of teachers leads to the following conclusions:

1. Other things being equal, the effectiveness of teaching is directly proportional to the extent to which teachers study and understand their pupils.
2. The extent to which teachers study their pupils is directly proportional to the importance which they attach to the problem.

Studying Children has been designed to provide the teacher-in-training and the teacher-in-service with the understanding and the tools which will enable her to study her pupils. In an attempt to bridge the gap between theory and practice, the book provides functional material in child study, treating in detail such problems as: (a) How important is it to study children? (b) How do you study children? (c) What do you need to know about children? (d) What use can the teacher make of the information gathered? She will be shown how child study can become an integral part of her teaching, and she will be equipped to initiate and carry out such a program of studying the pupils in her school.

The inventories and record forms appearing in Chapters 3, 6, and 9 are available through the publishers. It is essential for the reader of this book to use these materials by applying them to children in the manner suggested in the problems appearing at the end of the several chapters.

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STUDYING CHILDREN

Child Study and Teaching: an Integrated Program

INTRODUCTION

THE reader using the material presented in this book will do more than just study about children; she will learn how to study them and how to make the child study program function as an integral part of her teaching. Such methods and techniques in child study as observation, the interview, home visitation, standard tests, cumulative records, and the case history will be presented. She will practice all these methods with children in her own classes whenever possible.

She will learn how to observe pupils more effectively and thus discover problem cases early. She will become sensitive to and aware of causal factors in and out of school which are the sources of problem behavior in learning and adjustment. She will learn to recognize the practices and conditions in the school which provide an environment con-

ducive to effective learning and wholesome adjustment. She will be made aware of the responsibilities which the teacher must assume and the conditions which must prevail in the school before a program of child study can be made effective.

Studying Children has grown out of the author's extensive experience in teacher education, in evaluation, and in child study. In the pages that follow, the author offers a program to be applied to everyday classroom situations. The reader is thus enabled to understand and analyze the school environment, and recognize the practices necessary to implement the philosophy and objectives of modern education.

The importance of child study, individualization, prevention, and correction is a recurring theme throughout all the chapters. New materials are provided in the form of records and techniques which have been thoroughly tested in hundreds of classrooms with thousands of children over a period of years. The purpose of child study is kept before the reader at all times, and practical aids and techniques are provided which will insure effective results in studying children.

The text material in each chapter emphasizes the purpose, the need, and the use of appropriate techniques in a child study program of teaching. A selected list of books and articles is included in each chapter and offers additional reference material relating to the problems under consideration. The lists of questions, problems, and projects at the end of the chapters form an indispensable part of the volume, for in these sections the reader will find an oppor-

tunity to apply the theory and technique contained in the text to actual child study in the classroom and in the home.

Teachers-in-service will discover that the logical step-by-step development will enable them to put into practice the recommendations contained in the entire volume without the aid of an instructor. Teachers may form study and discussion groups based upon one or more chapters and thus promote an effective in-service training program in the field of child study which will provide a better understanding of the pupils and their problems, and result in more effective teaching and happier children.

Why It Is Important to Study Children

CHAPTER ONE

IN THE school of yesterday the success of the schoolmaster was determined by his disciplinary ability. He maintained order by autocratic methods and inflicted harsh punishments at will. Mental discipline was the important objective, and the curriculum consisted largely of work which the pupils neither liked nor understood. Someone has aptly said that the school of yesterday was a disagreeable place in which pupils were punished much and learned little.

In the traditional or conventional school of today, corporal punishment has disappeared but the teacher is frequently autocratic in her control. "Keep still," "Keep quiet," "Do as I say," reflect the philosophy of a drill master in a teacher-dominated school. *What* pupils learn, rather than *how* they learn, is considered all-important, and the mastery

of subject-matter is the only goal. In such schools the development of the child receives little consideration.

Teachers frequently complain that many of their pupils are irresponsible, lazy, impudent, unsocial, nervous, uninterested in school, and failing in their work. In trying to improve these conditions, teachers may apply extrinsic methods of motivation and impose penalties. The results at best are temporary because the treatment does not deal with the underlying causes. The problems which give rise to undesirable pupil-traits are frequently the result of misunderstanding, neglect, punishment, and lack of individualization in instruction. A teacher who has not discovered the causes of problem behavior generally utilizes a system of rewards and punishments to control the child, instead of initiating measures which will help the child to overcome his problem. This practice destroys the sympathetic understanding which is vital to wholesome teacher-pupil relationships, guidance, and effective teaching.

Jim* illustrates one type of problem familiar to most teachers. He was brought to the attention of the school counselor because he was having serious difficulty in most of his classes. He is a disciplinary problem, failing in most of his work, and he is frequently reported as a truant. His record in the elementary school shows that he did average work in the first five grades. In the sixth grade he became a disciplinary problem and frequently remained out of school with unexplained absences. He failed the sixth grade and has continued to be a problem case both in behavior and in scholarship.

* Adapted from an unpublished study by Stuart Tiedeman.

Jim is fourteen years old and in the eighth grade in junior high school. He is a good-looking boy, large and well developed for his age. He has three brothers and one sister. The brothers are all older than he and no longer live in the family home. The sister is younger and lives at home with Jim and his mother. The parents were divorced when Jim was eleven years old. The mother does housework and is away from home most of the day. They live in four rooms in a very poor part of the city. She is interested in the welfare of her children, but most of her efforts are devoted to economic necessities: she has a hard time to provide for the household.

Jim is almost always in trouble at school. He bullies and domineers all the pupils in his classes. He will not cooperate with his teachers.

One teacher comments: "Jim habitually moves about the room on some pretext or other, and annoys other pupils who are trying to work, by slapping or pinching them as he walks by. When I ask him to sit down, he frequently talks back, or purposely takes a great deal of time in getting back to his seat as a protest against my request."

Another teacher comments: "Jim disregards any and all requests I make of him, in assignments of class work and in other ways. He expresses complete disgust with his school work and says he can't see any reason why he should study."

The principal has this to say: "Jim is sent to me for discipline two or three times every week. He always comes in and sits down with an indifferent attitude. He pays little attention if I attempt to counsel with him. Penalties and punishment are ineffective. He is absent from school at

least two days every week. He frequently fails to remain after school for his makeup work, always giving the same reason, 'What's the use?'

Jim can be described as a bully, domineering and bossy with other children. His scholarship is unsatisfactory and he will not work unless forced to. He is in constant difficulty with his teachers because of his defiant attitude and boisterous behavior in class. He is anti-social, a truant, and is rapidly becoming a juvenile delinquent.

The school principal felt that the teachers needed to understand Jim better, and asked them to form three committees to study Jim's case more thoroughly. In due time the committees submitted the following reports, each with a recommended course of action, to the entire faculty.

Report of Committee I

"Our study of Jim's case leads us to conclude that he has a very undesirable personality and should be punished for his anti-social behavior. In examining his record, we find stealing to be one of his oft-repeated offenses. We find no cause for these acts except the company which he keeps out of school, and his own natural desire to want to be tough. We recommend, therefore, that Jim be told that on the basis of his past record he could be sent to the reform school, but that we will give him one more chance to reform. We shall expect better school marks, better behavior in class, and no more running around at night with older boys. If he fails to meet these obligations, we recommend that he be expelled from school. We are of the opinion that

this threat will tend to soften Jim and make him less of a problem in school.

"We gave Jim an intelligence test and find that his I.Q. is 104. Since he has average intelligence, we consider him capable of doing average work, and can find no reason why his scholarship should be unsatisfactory except that he deliberately wastes time and refuses to study. We do not believe that a teacher should show much kindness or sympathy for a boy who does nothing to show that he appreciates such treatment. As teachers, we have more to do in a day than we have time for, and therefore cannot spend time in private conferences with Jim, trying to coax good behavior out of him.

"We recommend, therefore, that he be required to do the same amount of work required of other pupils. He must finish at least a minimum portion of his back work each day, along with his regular daily lessons. He must complete his assignments daily, or remain after school. Jim must meet his obligations in school in the same way that he will be forced to do when he gets out of school.

"We feel that it would be unwise to give Jim a chance to annoy the children by placing him in mixed play groups. Whenever a case of Jim's misbehavior with other children arises, he should be kept from participating in play activities for a period of time until he realizes the unhappiness resulting from not being allowed to associate with them.

"We are of the opinion that the conditions we have imposed will improve Jim's behavior a great deal and make him much easier to control, both in and out of school."

Report of Committee II

"After studying Jim's case, we feel that we should help him in as many ways as possible to improve himself in his school work. As teachers, we believe it to be our duty to teach the subjects we have been hired to teach and for which we have been prepared. The job of eliminating undesirable traits and characteristics from a child's personality seems to us not to be the job of the school. Our chief concern has been to try to work out methods which will help Jim with his school work.

"It is our belief from our observation that Jim has been petted and babied at home by his mother. He has never had to do any work or any odd jobs about the home. He was allowed to go out nights as often as he wanted to, and his mother always accepted his plea of 'I was out looking for a job,' whenever he was absent from school. This easy existence has caused him to develop lazy habits which he carries over into his school work. He has never been made to obey any commands or requests at home, so when a teacher asks him to do a task in school he grumbles and refuses to comply. We believe that Jim's bullying and domineering tendencies come from his association with older boys and men who give him the idea he is 'tough' and a 'big shot.'

"We are of the opinion that it is none of our business what Jim does outside school. We cannot do anything about it, anyway. However, regardless of his out-of-school activities, Jim must be made to do his school work. Jim should be given a rigid schedule of assignments which he cannot possibly finish in school. If he refuses to work in class, we

would send him to the principal's office. His homework will keep him off the streets. If he fails to prepare a lesson, it will be added to the next day's assignment. If the lesson is not completed the second day, Jim will be forced (by the principal, if necessary) to stay after school until it is completed. We are quite sure that if he stays after school for several days in succession, for an hour or two, completing a lesson which his laziness and indifference prompted him to neglect, he will learn to cultivate habits of work. We are aware of the fact that Jim may well be resentful toward us, but we believe this to be of little consequence eventually, compared with the mastery of subject-matter which he will attain through our efforts.

"We advise setting down a rigid form and procedure for him to follow in his work. This would teach him good habits, as well as obedience to orders. If he hands in work poorly done, we recommend showing it to the class. The shame of hearing and seeing his fellow students criticizing his work will make him do better in order to escape similar experiences. As a final step in our program to get the best efforts out of Jim in his studies, we would put him in a group of very bright pupils so that by association with them and observation of their work he will be inspired to improve his own work.

"We believe that this program will improve Jim's school work, teach him better habits, and make him a better boy."

Report of Committee III

"To aid us in our diagnosis of the problem, we gave Jim

a personality test. On the Bell Adjustment Inventory, Jim rated unsatisfactory in 'Home' and 'Social' adjustment. On the basis of this inventory and personal interviews with him, we have come to the conclusion that Jim's difficulties started early in his life while his father was living with the family. He disliked his father intensely. His great liking for his mother displayed itself in various ways in his efforts to try to help her. Since he was large, he tried to get work in many places, always skipping school to do so. This practice continued during the seventh grade, also. Meanwhile he neglected his studies. This lack of preparation is becoming more apparent as he continues in school. As the work becomes more and more difficult, he has less chance to succeed in it.

"We believe that as a result of Jim's broken home situation, he has failed to make use of his mental capacity to the fullest extent, and, therefore, is now expected to do work too hard for him. We believe that most of the difficulty could be overcome by placing Jim in a class where he would have a chance to succeed in his work and therefore feel secure. It is our opinion that this new situation would eliminate much of Jim's present anti-social behavior, and put him back on the road to a more normal school and social life.

"In order to determine the grade difficulty of the work Jim can do, we have administered a series of achievement tests in reading, mathematics, social studies, and science. Jim's achievement as shown by these tests indicates a fifth-grade level in all subjects tested. We recommend, therefore, that Jim's work be graded down to a fifth-grade

level. The success he will experience will give him a feeling of security which he now lacks, and the fact that he will be busy will eliminate his unruly behavior in the classroom.

"We are confident that much of Jim's anti-social behavior has resulted from a feeling of inferiority resulting from the fact that his mother has to work for the parents of some of the children with whom he goes to school. He overcompensates for this by being a bully and a 'tough guy.' His association with older boys, who accept him in the gang, gives him a feeling of adequacy and a sense of belonging which he does not experience in school. We find, further, that Jim's stealing has been the result of a desire to come up to the social and economic standards of the boys and girls with whom he associates in school. He steals candy and other small items because he does not have money with which to buy them.

"We feel that it is the duty of the school to make useful and happy citizens of our boys and girls. We recommend that Jim be urged to take part in games and contests in which he can excel—athletic contests, especially—in order that he will further experience a feeling of accomplishment instead of inferiority. We feel that Jim's behavior has resulted from a combination of circumstances beyond his control, and that he requires sympathetic, understanding guidance, instead of autocratic strong-arm control. It is our belief that the school should not be a dreaded and feared institution, but rather a bright cheerful place where boys and girls like to go.

"We further recommend that through sympathetic and friendly talks with Jim he be made to realize that the work

his mother does is perfectly honorable and nothing of which he need be ashamed. He should be told, also, that he need not feel inferior to other boys and girls because he doesn't have as much money as they, and that if he quits stealing things it will help him make friends with his schoolmates much more easily. He should be made to understand that if he becomes more tolerant of other boys and girls, they will become more tolerant of him. We recommend that several boys in Jim's class, or older boys who are especially understanding, be asked to urge Jim to join them in their activities, both in and out of school. These facts should be impressed upon Jim by giving him books and stories which illustrate how poor boys have become great by putting forth efforts in the right direction.

"We believe that if these suggestions are followed, Jim's problem can be solved."

It is obvious that a further study of Jim must be made before his problem can be solved. The reports differed widely in attitudes, objectives, and remedial suggestions. They were influenced by personal prejudices, intolerance, and a lack of understanding of child behavior, on the one hand; and, on the other, by a realization of the importance of mental hygiene, and the responsibility of the teacher in the modern school.

If the school had kept adequate records of its pupils, Jim's problem could have been discovered before it became serious. As a result, many of his difficulties could have been prevented, and the problem of correction would have been much simpler.

In the conventional school of yesterday the teacher did not study children because she did not believe it was important to do so, neither did she know how. When the pupils encountered little that was challenging to them and found the school day fraught with frustrations and failures, they soon dropped out. The teachers remarked with a sigh of relief: "Good-by, good riddance." In the conventional school of today diversified curricula and extra-curricular activities help to keep the pupils interested. Attendance laws and truant officers are also powerful influences which keep children in school after lack of interest, dislike, and failure take their toll in unhappiness and maladjustment. The teachers, however, are uncomfortably aware of their responsibility because they have been reminded from the platform and from the press that when the pupils fail, the school has failed. Too often the teacher makes no effort to help failing students, but, rather than expose herself to criticism, promotes them on the basis of satisfactory conduct and good attendance.

The modern school accepts full responsibility for providing an education in terms of individual needs. It is obvious to the teachers that they can promote efficient teaching and effective learning only when they have a thorough understanding of the capacities, the interests, the knowledge, and the background factors of every learner. The teacher in the modern school recognizes the all-important principle of motivation in teaching and learning.

A student without motives can scarcely be helped by the best teacher, while one with highly developed motives will learn much in spite of the worst teacher. What the student

learns will depend to some extent on what the teacher does; how much he learns depends on his own motivation. Since one's own inner motivation is the absolute prerequisite to learning, good teaching methods start with an attempt to understand the motives of the students.¹

Factors which interfere with or inhibit learning may readily be classified as physical, educational, and psychological. Some physical factors which interfere with learning are poor health, physical handicaps, and impaired vision or hearing. The school that is not aware of the physical weaknesses of each child and that does not seek parental or medical aid in making proper adjustment in the school program for individuals so afflicted, is sorely remiss in providing a healthful environment conducive to optimum learning.

Some educational factors which are hazards involve inadequate mastery of the skills and abilities required for the several subjects, reading disability, improper grade placement, or a curriculum which is too difficult or too easy. Standard achievement tests in any subject in any grade above the third will reveal a range of achievement of at least five years or grades. Intelligence tests will reveal a range of maturity of at least five years at each age or grade level. Hence the teacher in the conventional school who sets the same standard for all is likely to "mystify the lower fourth of her class and bore the upper fourth."

Psychological hazards likewise inhibit learning and adjustment. Prevalent hazards of this type are mental immaturity, social immaturity, emotional immaturity, lack of specific aptitude for the work, unwholesome teacher-pupil

¹ A. D. Woodruff, *The Psychology of Teaching*, p. 46.

relationship, unwholesome motivation, and maladjustment. A maladjusted student is a potential educational failure. The frustrations resulting from the failure often lead to emotional conflicts and later maladjustment.

No one has ever seen a "first-grade class," or a "fifth-grade class." What a teacher should "see" is a group of individuals, unique unto themselves. Not until differences are "seen" is the teacher ready to teach, because learning the child must precede teaching him.²

Failure by the teacher to recognize the presence of inhibiting factors, and failure to alleviate, circumvent, or correct them will in every instance reduce the interest and efficiency of the learner. A child afflicted with several hazards or a very serious handicap will experience discouragement and possible failure or maladjustment if he is not helped. The frustration produced will result in tensions and serious emotional disturbances which will further inhibit learning and cripple the personality of the learner. The potentially serious consequences of a school's failure to study pupils and to provide for individual needs through an instructional program of prevention and correction should be obvious to every educator from the standpoint of sound teaching and effective learning.

Maladjustment is a matter of concern to the school for a number of reasons. It is produced within the educative process, and it is a factor in the educative process. It may exist in the student and upset his work and annoy the teacher, and it may also exist in the teacher and upset his work and annoy the students. It is an evil to be destroyed,

² Emmet A. Betts, *Foundations of Reading Instruction*, p. 3.

whether it is of major or minor proportion. Because a child does not become a neurotic is no proof that the school has done a good job with him. Nothing short of optimal development for every pupil can be the aim of the educational system. To combat maladjustment one must know it thoroughly, both as to its effects and symptoms and its causes and prevention.³

In considering the ultimate goals of education we are reminded that mastery of subject-matter is only one of several objectives. Personality development, vocational efficiency, and social efficiency are of equal or greater importance. An integration of all the aims of education will have as its goal good citizenship. A good citizen must be social-minded, vocationally competent, mentally and physically healthy. The unhappiness and maladjustments of children are the forerunners of adult failure: social incompetence, neuroses, psychoses, suicide, crime, and insanity.

Society has wisely decided to put educational guidance in the hands of those who have dedicated their lives to this most important task. The citizens of tomorrow are being developed in the homes and classrooms of today. Techniques of solving the crucial problems that lie ahead are being acquired by today's school children. This is a challenge which educators must accept.⁴

Why is it important for teachers to study children? Because it is essential to good teaching and effective learning. Because education in terms of individual needs is impossible without it. Because the failure to study children will be reflected in a human product with lowered efficiency who

³ Woodruff, *op. cit.*, p. 145.

⁴ Betts, *op. cit.*, p. 169.

may develop into a liability to society. Because all too often the pupils that attain the ultimate goals of education do so in spite of the school and not because of it.

Each chapter in this volume offers pointed discussions of specific problems in child behavior, in addition to data gathered in the classroom illustrating the results of the use of the several techniques of child study. A series of projects in observing children, writing anecdotal records, interviewing, testing, and otherwise studying children in school and at home will promote facility in the use of appropriate techniques of child study and in the development of therapeutic programs.

Questions and Problems

A study of the questions and problems which follow will contribute to your understanding of the fundamental issue raised in this chapter.

1. Some teachers make little or no attempt to study their pupils. Some of the reasons given by them for their failure to do so, are listed below. Select the reasons which you believe are responsible for their neglect and defend your choice.
 - A. I do not have time.
 - B. I do not know how.
 - C. I do not believe it is important.
 - D. It is not required of me.
 - E. The other teachers do not do it, so why should I?
 - F. I am not the school counselor.
 - G. I have too many pupils.
 - H. I have too many classes.

- I. The school will not buy tests.
- J. The administration gives me no encouragement.
2. Select from these ten the three reasons which you consider the basic ones and tell how their causes may be overcome.
3. What are the conditions and practices essential to an effective child study program? Select the five most essential practices from the list below and defend your choice.
 - A. Give intelligence tests to all pupils.
 - B. Give standardized achievement tests to all pupils.
 - C. Increase the salaries of teachers.
 - D. Provide a Director of Guidance.
 - E. Give the teachers more free time.
 - F. Provide small classes.
 - G. Provide cumulative records.
 - H. Provide a home-room organization.
 - I. Consider child study an integral part of the instructional program.
 - J. Give teachers an opportunity to study their pupils before the instructional period.
 - K. Have teachers write anecdotal records.
 - L. Have teachers make case studies.
 - M. Encourage home visitation.
 - N. Encourage teachers to go to summer school.
 - O. Use new textbooks.
 - P. Provide better school buildings.
 - Q. Reduce the teaching load.
 - R. Provide clerical help in scoring tests and recording test results.
 - S. Provide ability grouping.
 - T. Provide special classes for slow learners.
4. Why is it important for teachers to study children?
5. Why had the teachers not been able to help Jim solve his problem?
6. Evaluate each of the three committee reports.

7. Cite an instance from your experience in which a teacher or a parent failed to understand you and your problems. Indicate the results.

What does a teacher need to know about her pupils? How can she be made aware of all types of problem behavior? How can the problems and disabilities be discovered? These are questions to be considered in the next chapter.

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What Teachers Should Know About Children

CHAPTER TWO

THE modern school is a social laboratory in which the teacher promotes democratic practices while she studies each child. The relationship between teacher and pupil reflects mutual respect and understanding. The teacher is alert to the needs of her pupils and vitally concerned about their problems. She studies her pupils in order to understand them better, so that she may help them more.

The modern school is child centered. Normal adjustment, a wholesome personality, and maximum development for every child become major objectives. Pupil growth and development are recognized as an integration of the child's physical, emotional, social, and intellectual life. The result of this integration is happiness, adjustment, personality development, and mental health. These outcomes the school seeks to attain. The modern school accepts respon-

sibility for discovering, correcting, and preventing pupil maladjustments. It provides school experiences which promote success and a wholesome personality.

The dynamic rôle played by the school and the teacher in pupil adjustment and personality development is clearly recognized. The progressive and efficient teacher in the modern school is aware of pupil problems. She understands child behavior; she has developed skill in diagnosis; and she exercises insight in applying therapy. The effectiveness of such a program rests upon an understanding of the child and his problems. *Child study is the key to the success of modern education.*

Teachers in a child-centered school have developed a new set of values and objectives. These teachers are imbued with a sympathetic attitude based upon an understanding of children. Provision for individual differences is interpreted by them as an effective way of meeting individual needs. The teachers know that the needs of the child are largely determined by his interests, motives, capacities, aptitudes, readiness, and achievement. They know that the fulfillment of his needs promotes normal physical, social, and emotional development. They recognize that the child is a person with assets, liabilities, ambitions, and potentialities that must be studied, understood, and guided.

These teachers realize that the entire program of the school must be made flexible and functional. The program must be functional in order to meet ultimate objectives of education, and flexible to meet the needs of every pupil enrolled. Happiness, security, mastery, adjustment, and personality development are nebulous concepts to the con-

ventional teacher; to teachers in the modern school, they are dynamic goals. Every school practice is examined by the teacher in the modern school in the light of its effect upon the pupil. The conventional school, however, engages in many practices merely because they are traditional.

The values and objectives in modern education reflect a more inclusive understanding of children and their problems. The program of a modern school promotes practices which seek to identify problem cases and correct the causal factors responsible for these problems. Such a school accepts responsibility for preventing and correcting learning difficulties and behavior maladjustments. These prophylactic measures tend to safeguard the physical and mental health of pupils.

Children with unanalyzed reading, speech, and behavior problems may be a source of trouble in the classroom. A pupil with a speech defeat may be a target for the taunts of his classmates. Another pupil with a reading disability may be labeled as the class dunce. In one instance, the difficulty may be caused by an emotional disturbance, and criticism may add to the dilemma of the afflicted. In another instance, mental retardation, visual inefficiency, or a hearing impairment may contribute to the problem. When these unanalyzed learning problems are allowed to build up additional complications, frustrated personalities are developed. Sufficient services are available in most communities to determine the causes of the maladjustments and therefore, to do something about them.¹

It is much more important for the teacher to observe pupil differences than pupil similarities. Some children are

¹ *Ibid.*, p. 163.

courteous, obedient, interested, cooperative, industrious, happy, and successful in their school work, while others are indolent, sullen, impudent, disobedient, uninterested, unhappy, failures, truants, and delinquents. The first group exhibits behavior traits found most often in normally adjusted pupils, while in the second group we recognize behavior traits found in pupils who are maladjusted socially, emotionally, and educationally.

The reasons for abnormal types of behavior should be of vital concern to every teacher. We have long since discarded the theory that a maladjusted child is inherently bad. We have learned that in general the unsocial tendencies or behavior traits are the results of unfortunate environmental forces in the home, in the community, and in the school. *The problem child has a problem that he has not been able to solve.* An environment which denies the child the opportunity to succeed or to receive social approval produces conflicts which result in unsocial behavior traits and a crippled personality. The inflexible program of the traditional school promotes boredom, loss of interest, insecurity, and failure, and is a potential source of emotional disturbance, mental conflicts, and maladjustment. The modern school is organized and administered in such a way that its flexible program can be adjusted to meet the needs of the individual. Modern teachers study pupils and their problems and seek to promote effective learning by correcting disabilities and by providing the curricular and instructional adjustments necessary to insure mastery and success.

Children who are misunderstood tend to become problem

cases. Many teachers are not aware of pupil problems, and are consequently oblivious to the causes of these problems. Frequently children suppress those symptoms which would normally reveal problems. A pupil may find a subject in school very difficult and do unsatisfactory work in it, but rather than admit his problem, he may try to hide it by boasting to the teacher that he could do better if he wished but that he considers other matters more important. A pupil ashamed of his home or of his parents will not ask his parents to visit school and will avoid inviting the teacher to his home. It is not unusual for a pupil to show off, become impudent, or assume an air of superiority in order to cover up an inferiority. The teacher must learn to recognize such pupil reactions as indications of problems which demand attention.

When a child remains uninterested in a subject, the teacher should look for the causes. Is the pupil mentally immature for the grade? Is he retarded in reading? Does he have a mastery of the technical vocabulary necessary? Does he have the special aptitude required? Can he use the dictionary and the library effectively? Is he immature physically, emotionally, or socially?

A multitude of factors—innate, acquired, and environmental—operate continuously to facilitate or to inhibit learning. When teachers study children in order to understand them better, they discover those conflicts, frustrations, and disabilities that lead to failure, unsocial conduct, and maladjustment.

It is important for the teacher to realize that the undesirable behavior of a pupil has an underlying cause or causes,

of which the observable behavior is only a symptom. Problem behavior is generally identified and described in terms of symptoms, but correction or therapy must be based upon the causes which produce those symptoms. It is an error to cite inattention, laziness, and lack of interest as causes for low scholarship, for these behavior characteristics are merely symptomatic. The causes may be: inadequate curriculum, reading disability, uninteresting instruction, impaired vision or hearing, emotional tension, or numerous other conditions.

In a program of child study it is important for the teacher not to confuse symptoms with causes. She must understand the significance of the cause-effect relationship in child behavior and promote a remedial program which will eliminate the cause and correct the maladjusted behavior. The major reason why the disciplinary measures of yesterday did not "cure," lies in the fact that the teacher attempted to correct symptoms.

Problem behavior is always a surface indication of an underlying problem. It is the result of conditions which are known as causal factors. When the curriculum is too difficult, pupils fail to master it and they may respond by being uninterested, inattentive, lazy, or mischievous. They may skip school, daydream, develop a sense of inferiority, become unsocial, and in numerous other ways show symptoms of maladjustment. Because the curriculum is too difficult their urge to succeed has been frustrated. When the difficulty of the curriculum is adjusted to the pupils' mental and educational maturity, success, mastery, confidence, adjustment, and happiness can be restored.

How can one determine the conditioning factors that

seem most directly related to the child's specific problem? What factors tend to condition pupil growth and development? What causal factors in the home and in the school inhibit learning and produce maladjustment? What is the relative seriousness of different types of problem behavior? What part does social and emotional development play in learning and adjustment? These are pertinent questions that the teacher must answer.

An individual who has achieved an appropriate degree of emotional and social maturity may be described in a number of ways. First, he has developed habits which permit him to work independently. Second, he assumes the responsibility for his own behavior. Third, he has broad interests that make life interesting and challenging. Fourth, his relationships with others are stimulating and satisfying. Fifth, he has something to contribute to a group activity. Sixth, he has acquired socially acceptable techniques for contributing to group activities. Seventh, he is a good listener. Eighth, he has learned to cooperate with the group in spirit and act. Ninth, he has developed well-grounded habits of courtesy. Tenth, he has achieved intelligent and reasoned attitudes towards authority. And lastly, he is loyal to his group. These and kindred items of behavior make for wholesome, well-adjusted children.²

The teacher of today must have an understanding of child behavior, a knowledge of modern methods of child study, skill in the use of techniques of measurement and evaluation, a keen ability to interpret behavior, and a sympathetic attitude in applying the proper therapy. Teachers who assume responsibility for the growth and development of

² *Ibid.*, p. 141.

children recognize that *it is not what the child does but why he does it that really matters.*

Tom, an eleven-year-old boy in the sixth grade in a rural school, was referred to the educational clinic serving that community. The teacher described Tom as nervous, sensitive, and unhappy, stating that he sat under the desk much of the time and that he liked to make "queer contraptions." His scholarship was excellent and he liked to read. A Binet test administered by a clinician revealed an I.Q. above 150, which classified him as a gifted child. On a series of achievement tests, Tom received an eighth-grade rating in arithmetic, tenth-grade in reading, and eleventh-grade in language. A personality inventory, together with an interview, revealed no serious maladjustment. It was discovered that he had constructed a short-wave radio set at home.

Tom was transferred to a junior high school in a nearby city where he entered the seventh grade. In the new school he was a show-off and a nuisance for a few days, and the pupils did not like him. He did not know how to cooperate and had not learned how to study. An enriched curriculum of increased difficulty, co-curricular activities, and group socialization administered by understanding teachers helped him to make a better adjustment. By the end of the year he had been accepted by his classmates and was promoted to the eighth grade. The following year his adjustment was satisfactory and his scholarship superior.

What do teachers need to know about their pupils? It is quite apparent that it is important to know what factors have a vital bearing on the learning and adjustment ability of a child. When certain factors interfere with learning,

inferiority, insecurity, unhappiness, and other forms of maladjustment frequently result. This unwholesome adjustment in turn inhibits learning, and thus the vicious cycle is completed. Prolonged frustration and failure lead to maladjustment which must be corrected before learning can be effective. Only the child who is freed of handicaps and who is in normal physical and mental health will develop the emotional stability which results in happiness and a zest for learning and achievement.

Those aspects of the environment in and out of school that facilitate learning and contribute to normal growth and development must be promoted in every way possible. Factors which inhibit learning and present frustrations and conflicts must be identified in order that they may be ameliorated, corrected, or eliminated. In studying pupils it therefore becomes necessary to discover the factors that inhibit learning and behavior. These factors may be classified under the following categories:

1. Physical
2. Health
3. Psychological
4. Educational
5. Environmental

Following is a list of negative background factors and their possible results, the seriousness of which should be obvious to any teacher. Correcting or eliminating causes after the pupil suffers discouragement, unhappiness, failure, or maladjustment is a responsibility the school must accept if teachers are to give more than lip-service to the objectives of modern education.

Teachers who recognize negative background factors in their early stage are in a position to develop a simpler and more efficient method of teaching. Many of the hazards may be identified through observation. The next chapter will provide a better understanding of what to observe and how to observe it.

PHYSICAL

Negative Background Factor	How It May Be Identified	Possible Results
1. Defective speech	{ Observation { Listening to oral speech { Speech clinician	{ Emotionality { Recessive behavior { Reading disability { Low scholarship
2. Defective hearing	{ Observation { Watch-ticking test { Audiometric test { Otologist	{ Daydreaming { Defective speech { Reading disability { Recessive behavior { Low scholarship
3. Impaired eyesight	{ Observation { Snellen Chart { Telebinocular { Eye specialist	{ Low scholarship { Reading disability { Nervous tension
4. Physical handicaps	{ Observation { Nurse or physician	{ Maladjustment { Fatigue { Educational disability
5. Faulty motor coordination	{ Observation { Nurse or physician	{ Reading disability { Maladjustment { Disability in sports

Negative Background Factor	How It May Be Identified	Possible Results
6. Frail Constitution	{ Observation Nurse or physician	{ Low scholarship Fatigue Disability in sports Limited nervous energy
7. Chronic disease	{ Nurse or physician	{ Low scholarship Fatigue Disability in sports Limited nervous energy
8. Malnutrition	{ Nurse or physician	{ Low scholarship Nervous tension Limited nervous energy
9. Glandular malfunctioning	{ Endocrinologist	{ Overweight Underweight Excessive height Dwarfism Hyperactivity Apathy, lethargy Lack of interest Low scholarship Nervousness

HEALTH

10. Faulty eating habits	{ Home visit Parent conference Pupil interview	{ Malnutrition Overweight Underweight
11. Faulty sleeping habits	{ Home visit Parent conference Pupil interview	{ Fatigue Nervousness Low scholarship

PSYCHOLOGICAL

Negative Background Factor	How It May Be Identified	Possible Results
12. Maladjustment Overaggression Submission Frustrations Mental immaturity Inaptitude	{ Observation Tests of adjustment Psychologist Psychiatrist Counselor Intelligence tests Aptitude tests	{ Low scholarship Disciplinary problem Unhappiness Failure Truancy Delinquency Reading disability

EDUCATIONAL

13. Curriculum too difficult	{ Mental test Achievement test Pupil interview	{ Failure in school Reading disability Lack of interest in school Disciplinary problem Maladjustment Truancy Delinquency
14. Curriculum too easy	{ Mental test Achievement test Observation	{ Low scholarship Lack of interest in school Disciplinary problem Truancy Daydreaming
15. Unsuitable curriculum	{ Aptitude test Conference	{ Failure in school Low scholarship Lack of interest in school

Negative Background Factor	How It May Be Identified	Possible Results
16. Non-promotion or demotion	{ School record	{ Lack of interest in school Maladjustment Truancy Delinquency
17. Unsuitable teaching methods	{ Mental test Achievement test Pupil interview	{ Low scholarship Failure in school Lack of interest in school
18. Unsuitable instructional material	{ Mental test Achievement test Supervisor	{ Failure in school Low scholarship Lack of interest in school
19. Unwholesome motivation	{ Pupil interview Supervisor	{ Mental conflicts Unwholesome teacher-pupil relationship Low scholarship Disciplinary problem Lack of interest in school
20. Inadequate recognition	{ Pupil interview Parent conference	{ Overaggression Show-off Disciplinary problem Lack of interest in school

<i>Negative Background Factor</i>	<i>How It May Be Identified</i>	<i>Possible Results</i>
21. Failure to experience success	{ Pupil interview Parent conference	{ Mental conflict Maladjustment Overaggression Submission Disciplinary problem
22. Reading disability	{ Oral reading test Silent reading test Observation	{ Failure in school Low scholarship Lack of interest in school Overaggression Inferiority Maladjustment
23. Inferior study habits	{ Observation Study check list	{ Failure in school Low scholarship Lack of interest in school
24. Unwholesome teacher-pupil relationship. Teacher Is autocratic Is severe Is sarcastic Ridicules Shows partiality Has annoying habits Fails to individualize	{ Supervisor Pupil interview Autobiography	{ Low scholarship Dislike for school Dislike for teacher Disciplinary problem Emotional tension Lack of interest Truancy

<i>Negative Background Factor</i>	<i>How It May Be Identified</i>	<i>Possible Results</i>
25. Unwholesome pupil-school relationship Inflexible standards Inadequate extra-curricular program Administration autocratic or severe	{ Supervisory ratings Pupil interview Autobiography	{ Low scholarship Dislike for school Disciplinary problem Emotional tension Overaggression Submission Truancy

ENVIRONMENTAL

26. Unwholesome family relationship. Parents: Scold Ridicule Compare unfavorably Reject Punish severely Neglect Disagree on training Are overindulgent Are oversolicitous	{ Home visit Parent conference Pupil interview Autobiography	{ Maladjustment Submission Overaggression Delinquency Emotional immaturity
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<i>Negative Background Factor</i>	<i>How It May Be Identified</i>	<i>Possible Results</i>
27. No home duties	{ <div>Home visit</div> <div>Parent conference</div> <div>Pupil interview</div>	{ <div>Irresponsibility</div> <div>Emotional immaturity</div> <div>Uncooperativeness</div> <div>Social immaturity</div> <div>Ineffective study habits</div> <div>Lack of interest in school</div>
28. Broken home	{ <div>Home visit</div> <div>Parent conference</div> <div>Pupil interview</div>	{ <div>Maladjustment</div> <div>Overaggression</div> <div>Submission</div> <div>Daydreaming</div>
29. Undesirable community influences Undesirable neighborhood Undesirable companions Unsupervised play	{ <div>Community survey</div> <div>Pupil interview</div>	{ <div>Low scholarship</div> <div>Overaggression</div> <div>Truancy</div> <div>Delinquency</div>

The negative background factors referred to in the outline above may be regarded as hazards to effective learning and wholesome adjustment. The presence of a hazard does not necessarily mean that it is a causal factor in inhibiting the normal development of every child, for children differ in their constitutional background, their idiosyncrasies, and their ability to resolve problems. A visual handicap may be a serious causal factor in the reading disability of one child,

while another child may develop normal or excellent reading habits and skills with a similar impairment in vision. Robust health is a decided buffer to the maladjustment which a child with a less fortunate physical constitution may suffer.

The number of hazards in the life of the child, the intensity of the inhibiting stimulus, and its frequency and duration are matters which must be evaluated. The child's age, sex, and place in the family constellation are matters of vital concern. Does the home cooperate with the school? Are the frustrations or inhibiting factors present both at home and at school? What opportunity does the child have in school and at home to compensate for specific failure or defeat? Does the child have a sympathetic confidant, or is he misunderstood by all his associates? What opportunity has the child had at home and at school to learn the meaning of cooperation, social development, and responsibility? The influence of the personal or human factors in the child's environment is more profound than that of the inanimate or objective surroundings.

The child who has received adequate home training in the duties and responsibilities that result in social and emotional maturity will accept the school environment and adjust to it without serious emotional conflicts. The child who has been neglected or overindulged by parents and teachers cannot acquire self-discipline and responds to problems on an emotional level, with frequent displays of overaggression, anger, temper tantrums, defiance. He may withdraw from his companions, develop a sense of inferiority, and become fearful and shy.

When did the problem start and what were the hazards

present at that time? What is the developmental history of the problem with its accompanying hazards? What are the normal modes of emotional and social response for the given age and how great was the child's deviation from this norm? What stage of physical development has the child attained? What is the child's mental maturity and consequent readiness for the tasks to be mastered?

What should teachers know about their pupils? The negative background factors cited in this chapter represent a minimum list of hazards that concern a teacher in studying children. The suggested possible results of the uncorrected hazards should be interpreted in the light of the total picture. The subsequent chapters will provide experience in interpreting these background factors.

Questions and Problems

A careful study of the three types of children suggested in the first problem below will contribute to your understanding of the children.

Teachers-in-training who do not have the facilities of a training school should select three or more published case histories and study them carefully in order to determine the causal factors underlying the problems.

The remaining questions may be answered by consulting Chapter 10 in this volume, together with the references 1, 4, 9, 11, 13, 14, 16, 17, and others.

1. Select three children, one having no educational or adjustment problem, a second having an educational problem, and a third having an adjustment problem.

Determine the presence of hazards for each child. Select the factors that you feel are real hazards for the problem children. What have been the effects of these hazards? If any of the inhibiting factors are present in the life of the normal child, indicate why they have not proven to be hazards.

2. Cite one or more corrective procedures which the school may use for the amelioration or correction of each of the physical factors.
3. Cite one or more corrective procedures which the school may use for the amelioration or correction of each of the hazards or causal factors originating in the home.
4. Cite one or more ways in which the school may prevent the hazards which originate in the school.
5. Cite one or more ways in which the school may correct the hazards which originate in the school.

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How to Identify Problem Behavior by Observation

CHAPTER THREE

THE effective teacher is constantly alert to behavior symptoms which indicate underlying problems in learning and adjustment. She knows that such symptoms as lack of interest in work, inability to understand the text, unhappiness, timidity, and overaggressiveness are common indications of the tensions, conflicts, frustrations, or disabilities which may lead to scholastic failure or maladjustment. When the factors that inhibit learning or adjustment are discovered, a carefully prepared program of correction must be applied. The corrective program may involve such procedures as curricular changes, remedial instruction, or referral to specialists for correcting impaired vision, eliminating a physical handicap, or improving general health. The modern school is equipped to promote a host of other remedial practices, including, in many instances, cooperation

with the home. Identification of problems, followed by appropriate therapy, is a major responsibility which no conscientious teacher will avoid.

One of the first steps in teaching is a systematic study of the learner for the purpose of determining specific needs. Observation and the use of inventories may be used to appraise so far as social and emotional adjustment problems are concerned. To appraise needs after a serious problem has arisen is something like attempting to salvage an automobile after the garage has burned.¹

Children who fail to learn, for reasons that may or may not be apparent, and those who are overaggressive and labeled "disciplinary problems," are readily identified by all teachers. To assume, however, that all pupils not within these two categories are normal boys and girls who do not require individual help or attention, is a grave traditional error. The perfectly normal and completely adjusted child is not in the majority. Teachers must admit the prevalence of scholastic, physical, emotional, social, and adjustment problems in our schools and recognize that these difficulties exist in their own classrooms. If these problems are not prevented or corrected, they lead to unhappiness, failure in school, truancy, maladjustment, or even juvenile delinquency. A few years later many of these children pay a further price in terms of adult frustrations, conflicts, social and economic inadequacy, neuroses, psychoses, and criminality. Society fails to profit from the product of the school when the school fails in its responsibility to educate for citizenship. Instead, society must care for and seek to re-

¹ *Ibid.*, p. 155.

habilitate those adults whom the school overlooked or neglected as children.

The first task of the school in a child study program is to locate the problem cases. Most problems typical of boys and girls are revealed by definite symptoms which may be discerned by teachers through careful observation.

The inventories which appear on the following pages provide an accurate method of recording observations. The teacher's record of child behavior on the inventories will reveal her problem cases. Teachers in four school communities applied these inventories to all their pupils, a total of 1,270, in grades 1 to 8. An interpretation of the inventories revealed the following facts about the students observed:

- 31 percent had scholarship difficulties
- 20 percent had social behavior problems
- 27 percent suffered from reading disabilities
- 15 percent had speech problems
- 13 percent had health problems and physical disabilities

Approximately 50 percent of the pupils suffered from one or more anomalies that the school could correct.

The inventories list some two hundred undesirable or faulty behavior manifestations frequently found in children. Each of the following classifications of such manifestations is covered by the inventories: social adjustment, health and physical status, reading, arithmetic, spelling, hearing, vision, speech, and scholarship.

These groups are subdivided in order to facilitate detailed observation. Scholarship difficulties may arise from inade-

quate work habits, study skills, vocabulary, or achievement. Reading difficulties are classified under sight vocabulary, word analysis, meaning vocabulary, comprehension, or rate. Four types of difficulties are listed under spelling. Arithmetic is divided into five categories. Vision has three sub-headings; hearing has two; health has three; speech has four. Items 1 to 25 in the Social Behavior Inventory reflect aggressive behavior, and items 26 to 50 recessive behavior.

All items are not of equal weight, but every item included is of sufficient seriousness to be considered an anomaly which may give some indication of the child's behavior pattern. Most of the items involve overt behavior, making it unnecessary for the teacher to work from inference.

The use of these inventories is simple. The teacher places a check beside any of the listed traits which she observes in the child. After the teacher has kept this record for a period of several weeks, she may then observe which faulty behavior manifestations the child exhibits consistently, and thus discover the presence of his problem—and its source if the problem has an in-school origin. The criterion of maladjusted behavior is the frequent exhibition of the traits listed.

After the inventories have been applied to a particular pupil, a summary should be made which will describe the pupil and his problem. A survey of the extent and the nature of the problems in a grade or school may be obtained by rating all the pupils. The final ratings should not be recorded until the teacher has had an opportunity to observe the pupils over a period of several weeks.

A List of Points to Remember

1. The inventories are applicable to the following grade levels:
 - Kindergarten—inventories on vision, hearing, health and social behavior
 - Grades 1 to 9—all inventories
 - Grades 10 to 12—all inventories with the exception of spelling and arithmetic
2. All items on the inventories on scholarship, reading, arithmetic, health and spelling will either be present or absent.
3. The items on the inventories on social behavior and hearing may be present frequently, infrequently or absent. *Infrequent items will not be recorded.*
4. Some of the items on the inventories on vision and speech are either present or absent while other items are present infrequently. *Infrequent items will not be recorded.*
5. Suggested alternative procedures in using the inventories:
 - (a) Concentrate at first upon the pupils you know best and check all the inventories, or
 - (b) Check all the pupils on the one inventory you know best before going to the next.

Cautions:

- (a) Do not guess. An inaccurate record is useless and misleading.
- (b) Do not infer anything which you cannot observe or determine.
- (c) Record O if you do not know.

- (d) Avoid making a record solely on the basis of memory. Keep a log of observations.
- (e) An oversight or failure to report an anomaly may deprive the child of the special help he needs.
- (f) The final record should be based upon extended observations.

By means of a class summary sheet, the results of all the individual inventories for a class may be recorded. This will permit the teacher and the supervisor to locate at a glance the pupils who exhibit problem tendencies in any class. Such a class summary is provided in this chapter for a group of 24 pupils in the fifth grade.

The class summary blank provides a convenient method of tabulating the observational ratings on each of the inventories for an entire class. The summary blank omits the detailed items which appear on each inventory and lists instead the categories under which the items are classified. By referring to the inventory on scholarship you will find work habits, study skills, speaking vocabulary, and achievement as the four categories under which the 3 items are classified. There are 4 items under work habits, 6 under study skills, 1 under speaking vocabulary, and 2 under achievement. The numbers in the parentheses before each of the categories on the summary blank will tell you at a glance how many items appear under each category in each inventory.

A teacher has filled in this summary blank (pp. 52-55) by recording the number of items that have been checked for each pupil on each of the inventories. If a pupil does not

exhibit any symptom or disability listed on an inventory no entry will be made. Pupil A received 1 entry in scholarship, 4 in reading, 2 in spelling, 2 in arithmetic, 1 in vision, and 1 in social behavior. Pupil B received 12 entries in scholarship, 10 in reading, etc. Two of the reading difficulties checked for Pupil B related to sight vocabulary, 2 related to word analysis, 1 to meaning vocabulary, 4 to comprehension, and 1 to rate. By comparing the number of items checked under any category with the total number of items in that category, a measure of the seriousness or extent of the difficulty is revealed. By referring to the inventories from which tabulations are made, the individual items checked are immediately apparent. Questions 1 through 10 at the end of this chapter will help you analyze the entries made on the class summary blank.

A teacher can verify her ratings by applying the more objective criteria suggested below:

INVENTORY	OBJECTIVE CRITERIA WHICH MAY BE USED IN VALIDATING THE RATINGS
Scholarship	A reliable achievement test
Reading	An oral reading test and a silent reading test
Arithmetic	A diagnostic test in arithmetic
Health and Physical Status	A physical examination by a nurse or physician
Hearing	An audiometric test An examination by a specialist in diseases of the ear (otologist)

Vision	Snellen's Chart, Betts Telebinocular, Eames Eye Test An examination by an eye specialist
Social Behavior	A valid and reliable test of personal- ity and adjustment An examination by a psychologist or a psychiatrist
Speech	An examination by a speech clinician

The source of the educational difficulty will be revealed by the items checked on the scholarship inventories. More precise evaluation of scholastic achievement is often necessary and may be obtained through the use of appropriate tests as discussed in Chapters 7 and 8. The inventories in vision and hearing will provide a preliminary screening to locate pupils who should be tested on the Telebinocular or Audiometer, or sent to an eye specialist or an ear specialist. The inventory on health will indicate whether or not the child should be referred to a physician or a medical specialist. The Social Behavior Inventory will reveal problems in social adjustment. The causes for any symptoms noted on that Inventory will be shown by further analysis. The frustrations resulting from a reading disability and low scholarship are serious potential hazards to social adjustment. The reading disability may be responsible for the unsatisfactory scholarship, and impaired vision, especially binocular vision (items 4-7, p. 64), may be partly or totally responsible for the reading disability.

The good observer must cultivate an impersonal and tolerant attitude toward the children she is observing, for-

getting those personal prejudices and inferences which might color an otherwise objective record of actual behavior. A prejudiced observer, who sees only what he or she wants to see and therefore records a biased observation, will make little progress in the study of children. Since observation is subjective, it is necessarily affected to some degree by the personal equation of the observer. However, training and directed practice in observation will enable teachers to minimize the personal bias.

A skilled observer knows what to observe. After a teacher becomes aware of and sensitive to the multiplicity of symptoms a pupil manifests every hour of the school day, she is confronted with the problem of evaluating those symptoms in order to differentiate normal behavior from maladjusted behavior. All pupils on occasion exhibit some maladjusted symptoms but maladjusted pupils are those who have become habituated to incorrect ways of responding and always resort to emotional or unsocial modes of behavior when difficult problems confront them. Observation as a method of studying children is valuable because the pupil does not realize that he is being studied, and his behavior is consequently completely natural, in both simple and complex situations. The observer may examine the pupil's normal, uninhibited responses under these conditions, and thus obtain accurate data on the nature and effectiveness of the pupil's integration of his mental, physical, emotional, and social life. Another advantage of the observational method lies in its adaptability to all age levels and all types of problems and situations. Nor is the use of this method rigidly limited to a specific time and place, for at all times during the school day the teacher has an opportunity to

Class Summary of Behavior

[illegible]

[illegible]

Behavior

Date.....School.....

Check: Symptom or disability apparent frequently ☒

SCHOLARSHIP

Work Habits

1. Unable to plan and outline.
2. Budgets time inefficiently.
3. Short interest span.
4. Does not concentrate on work.

Study Skills

5. Very slow reader.
6. Fails to comprehend text.
7. Inefficient use of an index.
8. Unable to read maps and graphs.
9. Inefficient use of the library.
10. Inefficient use of the dictionary.

Speaking Vocabulary

11. Very limited vocabulary.

Achievement

12. Below average in subjects.
13. Failing in subjects.

READING

Sight Vocabulary

1. Faulty word recognition.
2. Repeats words.
3. Miscalls words.
4. Guesses at words.
5. Confuses letters.

Inventories

Pupils	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
--------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

1.	
2.	
3.	
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12.	
13.	
1.	
2.	
3.	
4.	
5.	

Date .

School

Check: Symptom or disability apparent frequently ☒

6. Confuses words.
7. Adds words.
8. Skips words.
9. Faulty mastery of basic skills.

Word Analysis

10. Mispronounces words.
11. Unable to sound letters.
12. Will not try hard words
13. Reverses letters.
14. Reverses syllables.
15. Reverses words.

Meaning Vocabulary

16. Inadequate meaning vocabulary.

Comprehension

17. Cannot recall what he reads.
18. Faulty comprehension.
19. Does not like to read.
20. Phrases inadequately.

Rate

21. A word reader.
22. Reads too slowly.

SPELLING

1. Addition of letters.
2. Omission of letters.
3. Substitution of letters.
4. Transposition of letters.

Inventories [continued]

[illegible]

Date

School

Check: Symptom or disability apparent frequently ☒

ARITHMETIC

Deficient in

Skills

1. Number facts
2. Column addition.
3. Carrying and borrowing.
4. Two- and three-place multipliers.
5. Long division.
6. Reading and writing numbers.

Fractions

7. Addition of fractions.
8. Subtraction of fractions.
9. Multiplication of fractions.
10. Division of fractions.
11. Proper fractions.
12. Improper fractions.
13. Mixed numbers.
14. Reduction of fractions.

Decimals

15. Addition of decimals.
16. Subtraction of decimals.
17. Multiplication of decimals.
18. Division of decimals.
19. Reading and writing decimals.

Percentage

20. Problems in percentage.
21. Expressing decimals as per cents.
22. Expressing per cents as decimals.

Problems

23. Written problems.

Inventories *[continued]*

Puff

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

[illegible]

Behavior

Date.....School.....

Check: Symptom or disability apparent frequently ☒

VISION

Acuity Far Point

1. Unable to see blackboard distinctly.
2. Holds book too close to eyes.
3. Holds head too close to desk.

Acuity Near Point

4. Confuses words and letters.
5. Holds head on one side.
6. Covers one eye when he reads.
7. Frowns when he reads.

Discomfort

8. Has inflamed, swollen eyelids.
9. Has inflamed eyeballs.
10. Has discharge from eyes.
11. Pain in and about the eyes.
12. Pain at the back of the neck.
13. Has headaches after reading or movies.
14. Eyes are sensitive to light.
15. Eyes tire when reading.
16. Unwilling to wear his glasses.
17. One eye turns in (squint).
18. Eyes tremble or twitch.

Inventories *[continued]*[illegible]

Date _____ School _____

Check: Symptom or disability apparent frequently ☒

HEARING

Acuity

1. Questions must be repeated.
2. Imitates other pupils.
3. Seems confused.
4. Daydreams.
5. Faulty speech.
6. Unintelligible speech.
7. Speaks in a monotone.
8. Voice too loud or too soft.
9. Symbolic gestures in lieu of words.
10. Language handicap.
11. Listens very intently.
12. Ignores verbal directions.
13. Reads lips—watches faces.

Ear Trouble

14. Spells of dizziness.
15. Noises in the ears.
16. Excess of wax in ears.
17. Discharge from ears.
18. Earaches or mastoid pains.
19. Previous mastoid operation.

HEALTH

Physical Development

1. Obese, overweight.
2. Thin, underweight.
3. Excessive height.
4. Retarded stature.

Inventories *[continued]*[illegible]

Behavior

Date.....School.....

Check: Symptom or disability apparent frequently ☒

Health

5. Mouth breather.
6. Frequent severe colds.
7. Frequent sore throat.
8. Chronic cough.
9. Poor teeth.
10. Sore gums.
11. Swollen "glands" in the neck.
12. Dry, scaly skin.
13. Protruding eye-balls.
14. Frequent itching.
15. Convulsions, fits.
16. Blank spells.
17. Fainting spells.
18. Nervous mannerisms, tics.
19. Puffiness of eyes and face.
20. Swollen hands or feet.
21. Sallow complexion.
22. Listless, tired.
23. Falls asleep in school.
24. Frequent absence due to illness.

Handicaps

25. Faulty posture.
26. Awkward gait.
27. Crippled.
28. Partially paralyzed.
29. Has had scarlet fever.
30. Has had rheumatic fever.
31. Not immunized against disease.

Inventories *[continued]*

Pup	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
-----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

[illegible]

Behavior Inventories [continued]

Check: Symptom or disability apparent frequently ☒

SPEECH

Vocal

1. Remains silent when he otherwise would talk because of his speech handicap.
2. Speaks too loudly.
3. Has to be reminded frequently to speak louder.
4. Quality of his voice annoying.
5. Voice lacks variety.
6. Inflections of voice are tiresomely repetitious.
7. Voice suggests a person of different age or sex.
8. Voice differs from what is expected from that individual.

Articulatory

9. Speaks too slowly.
10. Speaks too rapidly.
11. Omits or slides over sounds.
12. Adds superfluous sounds.
13. Substitutes one standard English sound for another.
14. Substitutes an unusual sound for a standard English sound.
15. Difficult to understand his pronunciation of certain words.
16. Clumsy speech.
17. Speech requires undue effort.
18. Attention is called to *how* he is saying something, rather than to what he is saying.
19. Speech is accompanied by distractive movements of the lips or tongue.

Rhythmic

20. Speech is blocked at times.
21. Speech is blocked by stopping the air flow.

Behavior Inventories [continued]

Check: Symptom or disability apparent frequently ☒

- 22. Speech is blocked by restricting movements of the tongue or lips.
- 23. Repeats certain sounds unnecessarily.
- 24. Distracting movements of head, face, shoulders, hands, etc., during speech block.

Linguistic

- 25. Shows difficulty in understanding simple oral directions.
- 26. Has difficulty in understanding simple written directions.
- 27. The words being clear, it is difficult to understand the meaning of his thought.
- 28. Has difficulty in recalling names of common objects.
- 29. Resorts to signs and gestures to express his wants.
- 30. Has difficulty in recognizing simple words when spelled for him orally.
- 31. Has difficulty in learning to read, write, or spell.

SOCIAL BEHAVIOR

- 1. Angers easily.
- 2. Temper tantrums.
- 3. Uncooperative.
- 4. Sex irregularities.
- 5. Uncontrolled bladder or bowels.
- 6. Enuresis (Bed wetting).
- 7. Truancy, unexcused absences.
- 8. Cheats.
- 9. Resents correction.

University of Wisconsin, Department of Education

School _____ City or County _____

Teacher..... **Grade**..... **Date**.....

[illegible]

Behavior

Date.....*School*.....

Check: Symptom apparent frequently ☒

10. Destructive.
11. Overcritical of others.
12. Irresponsible.
13. Impudent, defiant.
- ~~14.~~ Quarrelsome.
15. Cruel to animals.
- ~~16.~~ Irritable.
17. Belligerent, bossy.
18. Bully.
19. Vindictive.
20. Steals.
21. Dishonest, untruthful.
22. Marked change in personality.
23. Negativistic.
24. Runs away from home.
- ~~25.~~ Seeks attention.
26. Overconscientious.
27. Emotionally inadequate.
28. Procrastinates.
29. Whines.
30. Pessimistic.
31. Suspicious.
32. Plays by himself.
33. Avoids others, unfriendly.
34. Shunned by others.

Inventories *[continued]*

Grade.....Observer.....

[illegible]

Date

School

Check: Symptom apparent frequently ☒

- 35. Over-religious.
- 36. Daydreams, preoccupied.
- 37. Plays with younger children.
- 38. Physical coward.
- 39. Selfish.
- 40. Feigns illness.
- 41. Too submissive.
- 42. Depressed.
- 43. Overdependent.
- 44. Sullen.
- 45. Nervous tensions, tics
- 46. Bites fingernails.
- 47. Fearful, timid, shy
- 48. Worries.
- 49. Jealous.
- 50. Cries easily.

Inventories *[continued]*[illegible]

observe her pupils—in the classroom, the halls, the gymnasium, the playground.

The correction of all serious pupil problems in learning and adjustment is a superhuman task both in size and in difficulty. The school cannot be expected to eliminate many of the causal factors that originate outside the school. However, the school must accept the responsibility of recognizing serious out-of-school causes of pupil problems, and must develop a school program which will counteract the harmful effect. Pupils who suffer humiliation, neglect, rejection, and a deprivation of social, economic, and cultural influences in the home should be given the opportunity to live normal lives in a democratic school environment. When these victims of an unfortunate out-of-school environment spend their school life under the tutelage of understanding teachers who consciously strive to enrich their pupils' sordid backgrounds by providing the cultural experiences that promote leadership, security, mastery, and success—when these pupils enjoy this good fortune, many of their problems are diminished and tend to disappear.

Teachers should be assisted by psychologists, psychiatrists, social workers, and welfare agencies in rehabilitating those pupils whose problems are of so serious a nature that the teacher is not equipped to solve them. If these specialists are not attached to the local school staff, their assistance must be obtained from the city, county, or state.

The school should, however, accept responsibility for a program of prevention. *Prevention rather than cure is the fundamental aspect of child study that every school must be prepared to promote.*

A program of prevention is based on two necessities: (1) early recognition of disabilities or their symptoms, and (2) the use of school practices which promote learning and normal adjustment. The wholesome school environment is one in which scholastic failure and maladjustment are the exception. By eliminating school practices and conditions which inhibit learning and contribute to pupil maladjustment, and by substituting practices which will enhance and facilitate learning and adjustment, the school creates an environment which is in effect a powerful therapeutic agency. As a result, many of the existing problems will be corrected and future disabilities will be prevented. When teachers accept their rôle of substitute parents and strive to make the school life of each child provide experiences which will compensate for inadequate home life, the school will become a dynamic agency for optimum learning and adjustment.

In some places one still finds five- and six-year-olds, many of whom are not ready for the work imposed upon them, fidgeting over long rows of flat-top desks illuminated with one to four foot-candles of light and living in an emotionally tense situation for four or five hours per day in very poorly ventilated rooms. Most of this is done in the name of reading which requires a high level of eye-coordination, sustained attention to the details of symptoms, interpretation of the significance of the writing, and a fairly high degree of social adjustment. It is true that some survive this ordeal but the burden of proof is on those who encourage this situation to give the answer in terms of cost, both physical and emotional.²

² *Ibid.*, p. 23.

Is the lack of scholastic success and the resulting frustration the cause of the behavior maladjustment? Is the maladjustment responsible for the unsatisfactory scholarship? The teacher must make a study of the inventories and analyze the behavior patterns before she can develop a systematic and intelligent approach to problems and locate their casual areas.

As teachers gain experience in the use of these inventories, they receive valuable training in effective observation and thereby make an important first step in child study. They will become aware of and familiar with disabilities and behavior symptoms which provide clues to underlying problems. The recognition of problem behavior when it first appears enables the teacher to expose the problem in its incipient stage and to apply the correction before the problem becomes chronic.

Questions and Problems

The following questions and problems will develop an understanding of symptomatic behavior and will increase the reader's skill as an observer. Study the summary of the 24 fifth-grade pupils, and on the basis of this, answer questions 1 through 12. Questions 13 and 14 require actual child observation on your part, which in question 14 you are asked to record and interpret.

Study the class summary blank (pp. 52-55) in order to give the following information.

1. Select three pupils listed thereon who have a reading disability.
2. In what aspect of reading does the major deficiency lie?

3. What relationship seems apparent between reading disability and scholarship?
4. What aspect of arithmetic presents the major difficulty for the class?
5. What interpretations would you make of the health inventory?
6. Which pupil has serious educational problems and a social adjustment problem?
7. For how many pupils did the inventories reveal no problems?
8. How will you use the I. Q. in analyzing each case?
9. What significance do you attach to the five items that are checked on the inventory on hearing for pupil number 7?
10. Write a descriptive summary of each pupil's problems in terms of the difficulties observed.
11. Discuss the uses and the values of these inventories for the classroom teacher.
12. Discuss the uses and the values of these inventories for the administrator.
13. Observe one or more pupils for several days and record the results on one or more of the inventories.
14. Write a summary of your observations of each child, describing the symptoms, difficulties, and disabilities observed. State the nature of the problem in each case and evaluate the insight you have gained into the problem through a study of symptomatic behavior patterns.

Selected References

1. Emmet A. Betts, *Foundations of Reading Instruction*. (American Book Co., 1946.) Ch. 10.
2. C. M. Low, *The Child and the Community*. (Dept. of Education, Univ. of Wisconsin, 1945.)
3. Arthur E. Traxler, *Guidance in Public Secondary Schools*. (Educational Records Bulletin No. 28, Educational Records Bureau, 1939.) Ch. 7.

How to Write and Interpret Anecdotal Records

CHAPTER FOUR

THE recognition of problem behavior is only the first step in child study. The problem cases must be studied carefully by the methods that will best diagnose the causes of the behavior observed, for no effective remedial program can be applied until those causes are determined.

Observation is a method that will contribute essential information on many problems, especially in social behavior, provided the pupil is observed under many different conditions. How the pupil reacts to a variety of problem situations must be noted carefully. The situations should involve behavior in the classroom, the study hall, the playground, on the field trip, and in the home. The observations should be distributed over a period of weeks in order to obtain a comprehensive cumulative record of the pupil's characteristic mode of behavior.

In order to provide a permanent developmental cumulative record for each pupil studied, it is necessary to record in writing the most significant episodes observed. This is known as the *anecdotal method*, and the events or episodes recorded are termed *anecdotes* or *behavior descriptions*. Anecdotal records consist of two parts: the behavior descriptions and the interpretation of the descriptions.

A direct objective description of an event is a first essential in anecdotal records. The word-picture describing an eventful occurrence, in or out of the classroom, which tells a significant story about a particular child must relate the actual happening from an impartial point of view. The behavior description must not include inferences, and it must not be written to verify a predetermined judgment or to justify the teacher's course of action.

Interpretation is a vital part of the anecdotal record, for it gives meaning to the factual behavior descriptions. The observer, at her own discretion, may make a summary interpretation at the conclusion of the record, or may use interpretation within the record. An interpretation of every episode is frequently not possible or even justified, for the series of behavior descriptions in themselves are often indicative of trends in the growth and development of the individual. Whenever interpretation is used within the record, however, it must be kept distinctly separate from the actual behavior descriptions.

The record is not complete and cannot be interpreted correctly unless due consideration is given to the background or social setting of the incident as set forth in the behavior descriptions. Did it occur in the classroom or on

the playground? What were the rest of the children doing? What was the teacher doing at the moment? What events led up to the incident in question? These and many other conditioning factors must be considered in the interpretation of the episode.

In order to gain experience in writing and interpreting anecdotal records, it may be advisable for a teacher to start by concentrating on one or two problem cases and writing as many anecdotes as possible. Both positive and negative incidents should be recorded in order that the record may present a true picture of the subject. Teachers may frequently profit by counsel and advice from other teachers in making interpretations, and they should make use of the services of trained counselors, case workers, or the school psychologist whenever available.

Teachers-in-training, as well as teachers-in-service, will find the anecdotal method a stimulating and effective way of studying children. The child is studied under normal conditions and observed as a dynamic whole. With the application of this method will come a better understanding of the child and a clarification of the causes underlying his behavior. The observer in writing behavior descriptions is making an objective behavior record which can be interpreted and valuated in terms of causes and in relation to the effectiveness of the remediation applied. In making interpretations the teacher is looking for the cause of the behavior described, the motive behind the action. When she has discovered why a child exhibits problem behavior, and under what circumstances, she is in a position to understand the child. After studying a series of behavior de-

scriptions, the teacher is able to identify the conditions which tend to produce crises for a child and to observe his attempts to evade, escape, circumvent, or attack the problem in making his adjustment.

Children who have been identified by the inventories as social behavior problems should be studied for the remainder of the year by means of the anecdotal method. By concentrating on the pupil's problem and recording his behavior in situations as they arise, the teacher gains an insight into the pupil's attitudes, feelings, and conflicts. It is this insight and understanding that make it possible for the teacher to apply the proper therapy. A series of objective behavior descriptions which reveal the pupil's manner of adjusting to others and to problem situations in general will provide valuable information to accompany interviews and objective test records.

After a teacher has gained sufficient experience with the anecdotal method to insure accurate reporting and valid interpretations, she should maintain a cumulative folder for each child which contains a summary of the incidents, the interpretations, and the therapy applied. This will constitute an important developmental record for succeeding teachers to study and to use.

Through writing and interpreting anecdotes, teachers can develop a genuine interest in child study and succeed in understanding child behavior. No firmer basis exists for effective learning and teaching.

Anecdotal Behavior Records

ADVANTAGES

1. Observation as a method permits teachers to study their pupils under conditions in which the pupils' actions are natural rather than artificial.
2. Observation as a method can be adapted to most situations and all age levels.
3. Observation does not require special equipment.
4. The child is observed and studied as a person.
5. The teacher can observe the effects of environmental changes upon the child.
6. Cause-effect relationships can be studied.
7. Observation tends to arouse the teacher's interest in child behavior, and thus facilitates her understanding of it.
8. Anecdotal records covering a period of months and years provide an important developmental record.
9. Observation frequently provides data about a child which cannot be gained in any other way.

LIMITATIONS

1. The effectiveness of observation as a method of studying pupils is dependent upon the skill of the observer. The observer must gain experience in the use of the method before she can become an effective worker.
2. The method is time-consuming and must be continued over a period of weeks and months in order to be effective.
3. The method is largely limited to problems of social adjustment.
4. The observer must achieve objectivity, although the method is entirely subjective.

CHARACTERISTICS OF GOOD BEHAVIOR-DESCRIPTION RECORDS

1. An introductory statement of the background or setting of the incident should precede the behavior description.

2. Significant episodes should be described by concise and objective word pictures.

3. The interpretations should be separated from the behavior descriptions.

4. The interpretation should be verified by specialists and authoritative sources.

USEFUL PROCEDURES IN WRITING ANECDOTAL RECORDS

1. Start by selecting one or two cases for intensive study.

2. Describe as many significant incidents each week as possible.

3. Do not try to interpret every incident. Make a summary analysis at convenient periods and look for developmental trends in behavior.

4. Concentrate on describing those types of conduct, problems, or cause-effect relationships, which you know have a bearing on the child's difficulties.

The following comments of a consultant on a teacher's observational notes suggest the necessity for specific objective records, rather than general comments and inferences:

Grade 2

Teacher's Notes	Consultant's Comment
A most peculiar child; eyes and ears bad; gets along poorly with other children.	How? What does he do that shows this? List specific cases —too general to mean anything.
Cannot be depended upon.	Again how? What was he to do that he did not do?
Good about bringing in materials which are needed.	What did he bring? How did he act about what he brought?

Grade 2—(*Continued*)

Not capable of taking any responsibility.	Too general; what responsibilities were tried with him? Where did he fail?
Does mean little things.	What does he do?
Has many fights with other children.	About what were he and the others fighting?
Below standard in all work.	Entirely too general.
Very slow in everything he does.	This is an indication; it tells something about the personality that is very important to know.
Not capable of doing very much.	Be more specific; what did he do?

Grade 5

Had to be punished and it helped him. Tried harder to behave.	How did the punishment help him? Teacher should try to answer that. Did it help him to conform to the wishes of the teacher, or did it help him to have a better attitude toward behavior and against fights? Teacher may succeed in changing the outward appearances but not the inner thoughts and feelings. The trouble may be smouldering, and at home or after school hours, when away from the teacher, he may continue his fights. There may be a place for punishment, but it needs to be weighed carefully. Group
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Grade 5—(*Continued*)

displeasure is one punishment if it is honest—no artificial attitude just because “teacher expects us to take that attitude toward it.” Later pupils may talk sympathetically to him and then no good is done.

David's Behavior Journal¹

FEBRUARY 1

Setting—At the beginning of the semester David entered my class, 7-A English. It is the third time he is taking the course. He spent one of the preceding semesters in my class and the other with another teacher.

The Incident—David entered the room quietly but sullenly. The books and papers that he brought with him were very messy. His posture was poor. Most of the period he slouched in his seat; because of his size (extremely small, age 15) I assigned him to a seat in the front of the room. He was restless throughout the entire period and there were frequent nervous movements such as twitching of the head and rolling of the eyes.

FEBRUARY 8—AND FEBRUARY 12

Setting—Some time each week is spent in studying spelling. There are drills, crossword puzzles, pre-spelling tests, etc.

¹ Adapted from a high school teacher's unpublished behavior journal.

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The Incident—David refused to write the spelling pre-test or do any of the spelling drills. When puzzles with the spelling words were worked, he showed some interest and tried to work one puzzle. On Friday when the final weekly spelling test was given he took the test and passed it.

FEBRUARY 25

Setting—During the noon period when the weather is cold the pupils usually spend their time in the gymnasium playing games.

The Incident—David frequently remains at school, although he lives only a short distance from school. Today he entered none of the games, stayed close to the stage, jumped off it several times, and rolled around on it. (The stage is at one end of the gym.) He made no effort to join any of the games. When asked why he did not play with some of the other boys, he replied: "They don't want me."

MARCH 8

Setting—The class has been reading stories about modern wonders; the members of the class are divided into committees; each committee in charge of certain duties, and each member of a committee searching for interesting news articles, stories and pictures of modern wonders. On a certain day these are brought to class and each committee decides which articles and pictures are to be part of the bulletin board display and can be shared with the rest of the class.

The Incident—David was willing to be a member of a committee, but did not bring any contributions to his com-

mittee. He enjoyed the contributions and supplied comments.

Interpretation and Summary—Apparently David is discouraged and bored because of the failures in the past. He is unwilling to repeat any of the work which was done previously. Whenever there is any unusual procedure in the presentation of class work he shows a slight amount of interest.

He lacks confidence in himself and feels insecure. This is demonstrated by his lack of interest, lack of cooperation with the teacher and the pupils of the class; and by a display of an obstinate attitude when it is suggested that he do anything.

Socially he is unadjusted; he does not work well in a group and does not enter into the play activities of the other pupils. Because of his small stature and his physical condition he cannot compete with the boys of his own age although he is fifteen years old. The group to which he would like to belong hasn't accepted him.

Recommendation—It is recommended that a program of work suitable to David's ability and interests be given him so that by succeeding in doing a few things he can begin to build confidence in himself; to help him to make desirable friendships with other members of his class.

MARCH 16

Setting—A reading assignment was made. Usually the assignment for a number of days is placed on the board so that pupils can work at their own rate of speed. There is a minimum amount of reading for the slow readers and

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supplementary work for those who are able to do more. Discussions, written work, and testing for comprehension accompany the reading project.

The Incident—David told me he had read all the assigned work and did not want to re-read material which was familiar to him. I agreed, showed him several stories and books from the supplementary list, and helped him to get started in a story. When he finished he asked for another of the same type and one just as good. Most of his reading during the reading project was about airplanes. In the discussion which followed he showed interest and participated. The rest of the class gave him their attention while he made his comments.

MARCH 19

Setting—A comprehension test based on the reading unit was given.

The Incident—David received an A on the test. I praised him for his good work. He beamed with satisfaction.

The appearance of his paper was messy. Penmanship and spelling were poor. No composition work for the unit was turned in. His reason was, "I didn't want to do it. I don't have to write. I know how."

MARCH 22

Setting—Many of the pupils in David's class are poor readers. At frequent intervals special reading drills are given to these people while the rest of the class works on another project.

The Incident—David doesn't have a reading deficiency

even though he doesn't do a great deal of reading. He was not given the remedial work. He nevertheless took a book and did the work with the rest of the class. He took the speed and comprehension test and did very well. He was pleased with his grade.

MARCH 24

Setting—For years David has not appeared to be well. He is very jittery. The visiting nurse reported that at one time he had had St. Vitus Dance (not positive).

The Incident—I met David while he was at his locker. His comment directed to me was, "Gee, I'm tired today." In class he was restless. There were frequent twitchings of his head and he sucked his thumb.

MARCH 31

Setting—David returned to school after several days' absence. The class had been doing exercises and drill work in the workbook. Some time is spent doing work at the board. The members of the class take charge of the correcting of the drill exercises.

The Incident—David came to class without his books, papers, or pencils. He wasted the entire class period. He drew airplanes, and disturbed a boy near him. His workbook for the check test was turned in, but none of the work had been done.

APRIL 2

Setting—It was suggested to David that he come to me for a conference about his work in my class.

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The Incident—David came to me. I told him that I was anxious to have him do good work in English and I thought him capable. I proposed a special plan to him and because he seemed to be interested in airplanes, suggested that his reading begin with that subject. If he needed to work alone at times, a place for him could be arranged.

His response was that this (our) school didn't have anything for him except manual training. All other classes were unnecessary. He was going to be an electrical engineer like his father; as soon as he could he was going to a trade school and then was going to get a job and make lots of money. He said he wouldn't need to know any of the things we were doing in English.

I tried to show him that he would probably have to stay in our school until he had completed the eighth grade and that if he learned as much as he could, worked well in a group, and developed friendships, he would probably get along better in a trade school and at a job. I also told him that some day in connection with his work he might have to make out a report, or write a letter, and those were some of the things we were learning in English.

The conference came to an abrupt end by his reply, "Aw, I'm going to quit school."

APRIL 5

Setting—David for several days had been a nuisance and on this day he disturbed everyone by hitting people on the head as he passed them. No one could accomplish much. I asked him to work in a room by himself and when he was ready to work with the class he could return.

The Incident—David left the room laughing and made faces at other pupils.

APRIL 7

The Incident—David did not return to class. I reported his absence to the office and the incident which prompted him to remain away from the class. I arranged a conference with his mother.

Interpretation—The above incident, I believe, shows that David is delighted to have gained the attention he desired. He was not able to gain the attention of the class by desirable actions and therefore gained it by other means.

APRIL 7

The Conference with Mrs. R.—Mrs. R. was asked about David's physical condition. She did not say what his malady is at the present time, but said that he has been under the care of an osteopath, and has taken frequent treatments. Recently the doctor has said that very little could be done for him, and that David would overcome his nervous condition when he grows older. It has been very difficult to get David to go to a doctor. When the time comes for him to go to the doctor, he is away from the house. According to his mother, David sometimes has difficulty with his ears; they seem clogged and he does not hear well, but she also added that she has always forgotten to ask the doctor about it.

I questioned Mrs. R. about David's habits of eating and sleeping. David does not go to bed early, or follow a regular schedule. When he is forced to go to bed he is restless,

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tosses all night, and does not sleep well. He gets up feeling more tired than when he went to bed. His mother therefore allows him to stay up as long as he wishes.

He doesn't eat very well at the table, and doesn't eat breakfast before he comes to school. His mother lets him help himself to food in the refrigerator at any time. He frequently cooks and prepares something for himself. She buys food that he will like and says he is fond of the nourishing foods such as meat, vegetables, fruit and milk.

I asked Mrs. R. if David had any responsibilities in the home. He does not have any regular duties to perform. If he is asked to do anything such as mowing the lawn, he will do it if he wants to, otherwise he won't. It is only when his mother becomes very stern and angry that he will do what is expected of him. Most of the time she gives up forcing him to do things because it is too exhausting for her.

David's father becomes quite impatient with him and tries to be strict, but gives up when it becomes too great an effort. Mrs. R. says she usually has to intervene and restore peace.

Because David tires easily he has never been allowed to have a paper route.

David has an older brother (18) who is no problem. He is always cheerful and helpful about the house. He often tells his mother that David receives too much attention from her.

David is anxious to have his older brother go into the army so that he can wear some of his clothes, even though they are much too large for him.

David is often irked by the boys of the neighborhood

(most of the time they are bigger than he is) and he would like to fight them. He comes home and tells his mother that sometime he will get even with them. He watches his opportunity and in some way does get even. Then he feels satisfied and forgets any grudge he may have had against any of them.

According to his mother, David is very much interested in electricity. There are numerous electrical contraptions about the house.

David has been a problem in school for several years. He began his school work in this city, then moved to another city, but Mrs. R. said the teachers there were not sympathetic toward her son and would not give him the attention she thought he needed because there were so many other children who needed the attention of the teacher. As soon as they were able, the R.'s returned to their original city and David entered the third grade. The teacher in this grade was very strict with him and was able to obtain good results.

The mother intimated that she supposed David wouldn't do good work in English; she herself had been poor in it and didn't like the subject. She said nothing about the poor work he was doing in his other classes.

When leaving, Mrs. R. said she would be glad to co-operate with us in the interests of her son.

Interpretation—For years, I believe, the mother's over-indulgent and solicitous attitude has been partly the cause of David's maladjustment. She has emphasized his nervousness and physical defects until he himself is very conscious of them. She has kept him from doing the things other

boys of his age normally do and therefore his attention has been directed toward himself. He plays up his nervous condition and gets what he wants. He tries the same method at school and gets into difficulty with his teachers and the pupils.

He has shown by his interest in reading and by his interest in some of the class discussions, that he can forget himself and that he can gain the respect of his fellow pupils.

Recommendation—I recommended to Mrs. R. that she try another physician to make sure that everything is being done for David; that if there is no improvement in his attitude, she consult a psychiatrist if possible.

I also recommended that David's attention be taken from himself, because he is extremely conscious of his small size, and directed toward other interests. Because he is fond of working with tools, I suggested that he might do some Red Cross work, such as constructing games, ash trays, bed tables, etc. in the shop at school. Perhaps he could be made responsible for the completion of a certain amount of the Red Cross project which has been assigned to our school.

For his work in English I suggested that he begin with his chief interest, namely, electricity. I would be glad to have him construct an electrical device and explain it to the class.

I asked Mrs. R. not to convey any of her feelings about English to her son.

APRIL 8

Setting—In a conference David was given his choice of

dropping English, which is what he said he wanted, or returning to class and trying to do his best.

The Incident—David chose to return to class. He asked if there was anything he could do. I gave him the responsibility of distributing books to the class for the week.

APRIL 13

Setting—The reading unit for the week included the reading of animal stories in keeping with "Be Kind to Animal Week." The pupils in the class planned a photo pet show; each child who wished to display his pet brought a picture and accompanied each picture with a description of his pet, its outstanding traits, etc.

The Incident—David has a pet dog and showed interest in the pet show. He did not bring a picture, but he wrote a composition which was as neatly written as he was able. He had planned to type it because he said he could spell better on the typewriter. I helped him with his spelling and he rewrote the composition, correcting all misspelled words. The B/C grade was satisfactory.

APRIL 20

Setting—Workbook work was assigned.

The Incident—David attempted to do the workbook work. He needed some special help. His comment was: "Some of these I can get real easy." I gave him a word of praise and then he helped a boy who was having difficulty.

APRIL 27

Setting—The assignment for an oral composition was

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made. Numerous suggestions were given, among them demonstrations of *How to Make Things*.

The Incident—David gave a very excellent talk. He explained the flying of a model airplane, principally the explanation of the motor of the plane. He drew a diagram at the board. The class was attentive. When he had finished there were numerous questions, and the discussion was interesting. After class he wanted to know about his grade. The B-plus pleased him. He said: "That's the best grade I ever got."

MAY 4

After a four-day absence, David returned to class and was very restless. He brought no books and could not seem to interest himself in anything.

MAY 11

Setting—David discovered that I have a magazine collection of back numbers of *Reader's Digest*, *Boy's Life*, *Junior Red Cross*, *American Girl* magazines.

The Incident—David asked if he could borrow some of them. He liked the articles, he said. He spent most of his home-room periods reading *Reader's Digests*. He was going to ask his grandmother if he could have her copies.

MAY 12

Setting—David was involved in the losing of a playground baseball and stopped to report it to the office.

The Incident—The losing of the ball caused David to be

late to his class. He was fidgety. He said he was missing his history class. "Is that your favorite class?" I questioned. He replied: "No, but I like the news broadcasts, 'The Young America,' but I don't like to read from the book. My teacher doesn't think I'm very good."

Later I talked to his history teacher, who says he is doing a D grade of work. She has to urge him constantly to get his work turned in.

MAY 14

Setting—David was lugging a good-sized table along the street.

The Incident—I showed interest in the table which he had made in the manual training room, and which he was taking home so that he might have a better place for working on his airplanes.

MAY 17

Setting—The dental hygienist examined the teeth of the pupils.

The Incident—The dental hygienist discovered that David was in need of dental care. His mother was called and was informed that David would need immediate care or his jaw would soon be deformed. She was told that this care involved the matter of a time limit because he already is 15 years old. His mother's first reply was that she did not believe in jaw stretching. She was asked not to use those terms with David, but to let a dentist make proper explanation.

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MAY 19

Setting—The class discussion was about biographies that had been read by the pupils.

The Incident—David hadn't read a biography, but he could talk about interesting people he had read about in *Reader's Digest*, and the experience of Commander Ellsberg described in his book *On the Bottom*. David in the last few weeks has read all the Ellsberg books that are in the school library.

MAY 21

Setting—David was absent from school in the morning.

The Incident—At noon he came into me and related his experiences with the dentist.

Interpretation and Summary—In my attempt to work with David this semester I have not succeeded in getting him to become entirely adjusted. Much remains to be done. Probably the most important accomplishment is the establishing of a more friendly relationship between David and me. Because of this factor, he has become better adjusted, at least in his work in English, which at first was hateful to him.

He has learned to enjoy good reading material, which will be a worth-while interest even when he is not in school.

The confidence which he has gained in himself through his accomplishments in the manual arts department has been carried over into some of his other work. It has provided him with material for both his written and oral work in English.

His few successes in class have won for him the respect of the members of the class; two of the boys in his present class have become his good friends. Receiving praise for work that was well done, and being able to take care of the responsibility of passing out work materials to the class and checking them in again, have given him a feeling of personal worth.

It has been observed that David is usually worse after a vacation or an absence, which may be an indication that his home conditions are not as they should be. The mother upon several occasions has been given advice for the welfare of her son, but each time she has offered excuses.

Recommendations—It is recommended that there be a closer and better relationship established between the home and the school so that the mother may understand her son's difficulties and do her part in correcting them in the home. A summer in camp away from his home environment may be a good experience for David.

It is further recommended that David's classroom work for some time to come continue to be different from the regular program of the class. It has been shown by the work done this semester that he can develop the necessary skills for his grade.

A gradual increase of wholesome interests, a gradual increase in assuming responsibilities, and praise for work that is well done, will do much to help David become a happier person.

Richard's Behavior Journal²

Introductory Notes

CASE: Richard

Age: five years, five months

Father's occupation: lawyer

Mother's occupation: housewife

Other children in family:

John, aged seven years, six months

Hugh, aged fourteen months

PROBLEM:

Richard shows tendencies of unsocial attitude and general lack of initiative.

COMMENT:

Shortly after Richard was in the four-year kindergarten, I wrote on the back of his yellow sheet: "Another child with seemingly two behavior patterns; at home, rough, undisciplined (mother's comment); in school, dreamy and unsocial. Large muscle development good, but refrains from activity which requires hand work; talks very little."

Since last year there has been little apparent improvement in Richard's attitude and general behavior. He seems listless and introspective, engaging in few activities which require initiative. He seldom enters into any free play activity, but more often stands by and watches. Richard has few friends. He is hardly ever seen playing with anyone.

² Adapted from a kindergarten teacher's unpublished behavior journal.

In the home Richard is a problem, too. The mother remarks that he quarrels with his older brother, John, and is probably jealous of him. (John has just returned from a boarding school. He had behavior difficulties in the first grade and for that reason was sent away from home. John is now in the second grade, but he is still a serious behavior problem. In disciplining Richard, the mother states that bribes and rewards are used as inducements. She also feels that obedience and promptness should be stressed in his character training.

The positive behavior traits which are in evidence both at home and in school are his desire to help people and his desire to make friends.

Anecdotal Behavior Journal

OCTOBER 21 ANECDOTE:

Richard seemed to be walking around aimlessly. I asked him if he would like to help me clean the turtle bowl. He hesitated. Then I said: "I'll tell you how to do it." I helped him remove the turtles and stones, etc. He finished it himself. I complimented him on the work.

OCTOBER 22 ANECDOTE:

A student teacher asked Richard to join the rest of the group for conversation when she found him wandering about in the next room. He walked over to the opposite side of the room and proceeded to page through a book. He glanced up at the student teacher several times, paged

some more, slowly laid the book down, and joined the group.

OCTOBER 22 ANECDOTE:

Richard wandered around the room aimlessly. He said to Miss M. with a smile: "What can I do for you?" She asked him what he could find to play with. Answer: "I'd rather help teachers than play."

Miss M.: "Isn't there anything you could find to play with?" Answer: "Oh, no."

Miss M. suggested painting, making an airplane, playing the bus, building with blocks, etc., and went to the various places of interest with him. He refused to engage himself in any one of these activities. He finally agreed to play with several girls in a house which they were building. He carried one block, then sat down on the floor near the house and watched. His fingers were in his mouth.

Miss M. then took him to the book table. "Do you like books?"

"Yes," he said. "I bet you put these books here for me." He casually paged through a farm picture book, seemingly without much interest. Then he said: "Have you ever been to the Plankinton picnic?" Miss M.: "No." Richard: "I've been to a farm.—I'm not going to ride cars. That's dangerous." He carried on quite a running conversation, sometimes about the pictures in his book, other times about himself.

OCTOBER 25 ANECDOTE:

Richard continually sucked his fingers during the vari-

ous groups this morning. His mind seemed not to be occupied with the activities going on at the time.

INTERPRETATION:

This is an escape mechanism for Richard. When he is not interested in what the rest of the group is doing, he figuratively slips away into his own little dream world. He probably harbors a feeling of insecurity, and finds some satisfaction in this habit. His lack of friends, probable lack of affection and insecurity at home, are some of the causes for this habit.

If we can give him things to do, and create in him a more lively interest in things around him, I think his thumb-sucking and daydreaming will disappear.

OCTOBER 26 ANECDOTE:

I was collecting defense stamp money when Richard came to me and gave me five cents. "For milk," he said. I told him this wasn't the day to bring money for milk.

OCTOBER 26 ANECDOTE:

While Miss M. was telling a story, Richard sat there sucking his fingers, staring into space. Miss M. asked him: "What does the story remind you of?" He couldn't answer.

OCTOBER 26 ANECDOTE:

The children walked down to the playroom. It is customary for them to walk in a line. Richard walked out of line. One of the boys said to him: "Get into line, Richard," and pulled him in.

106 HOW TO WRITE AND INTERPRET OCTOBER 26 ANECDOTE:

As the downstairs group was lining up for coming upstairs, one of the student teachers noticed Richard tugging at a child ahead of him. When she asked him to stop, he made a face at her. She took him aside and tried to reason with him, but he said: "I hate school. I hate teachers because they always make me do what I don't want to do."

INTERPRETATION:

Too many persons in authority in a school room is confusing for any child. We have to guard against the insecurity which results from too many changes of personalities and program. Driscoll says this with regard to children who revolt: "They have been subjected to continued restrictions [with two regular teachers and four practice teachers, our children are sometimes subjected to too many restrictions] and in their effort to cope with the situation they frequently resort to revolt. Because revolt causes isolation from adults, these children are usually unhappy and feel they are unworthy of commendation. The teacher, as another adult, is regarded with apprehension. [This often is the case with student teachers until children become better acquainted with them.] And the whole nervous system is set for resistance. Instead of being focused on learning, their attention is focused on maintaining individuality and on holding their own against an adult. Not until the teacher has proved to these children that she is just, fair, and to be trusted will there be much evidence of accomplishment."

OCTOBER 27 ANECDOTE:

When Richard arrived this morning he came to me and showed me his new shoes, saying: "Look at my new shoes." I admired them, and he seemed pleased that I did.

INTERPRETATION:

I wish that every day might start out with some pleasantness for every child; I am trying to give Richard some attention every day, something that is a pleasant experience. He needs to feel first of all that the school is a place where people understand him, not where they just tell him what to do.

OCTOBER 28 ANECDOTE:

Richard came to the table where the children were making a chain; he looked at the chains and upon my suggestion agreed to make one. A few minutes later he had left the group. He did not make a chain that day.

OCTOBER 29 ANECDOTE:

During work period Miss M. chose Richard to be one of the children to make a chain. She suggested he go with his friend, Jerry. He assembled the chain, but didn't seem particularly interested; he left the table several times before completing it.

OCTOBER 30 ANECDOTE:

As children assembled for a story, Richard worked himself from the last row up to the very front of the group.

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He finally settled himself right next to the student teacher who was in charge. He sat quietly until the story was finished.

OCTOBER 30 ANECDOTE:

During singing time Richard responded beautifully to a song I sang. He has a true voice and doesn't mind singing alone.

NOVEMBER 3 ANECDOTE:

This is the first time since our observation that he accepted an invitation to take part in specific activity. He painted on the blackboard near Lee. His accomplishment was much below average. He had little control of the paint; used one color over the other. He seemed, however, to enjoy the activity.

INTERPRETATION:

Because of his listlessness and lack of interest, Richard has not participated in a great many activities. Therefore he doesn't have the control the other children have. Also, he realizes that he does not do so well in some things and that makes him self-conscious.

RECOMMENDATION:

Encourage Richard on the slightest improvement. Let him experience things he does well. Give him only one new experience at one time.

NOVEMBER 3 ANECDOTE:

Richard clapped his hands during the time roll was being

taken. Miss M. asked him please to be quiet. He repeated the action later.

NOVEMBER 9 ANECDOTE:

Richard went up to one of the children who was painting, took the brush from the black paint, and quickly dashed black streaks on the other child's painting. As I approached he looked up and said in an informative voice: "I made a German plane for him." He smiled and walked over to the other easel and started to paint.

NOVEMBER 10 ANECDOTE:

During rhythms today, Richard expressed himself very well. He used original dance patterns, had good coordination.

INTERPRETATION:

Here seems to be another place for Richard to contribute. We want to make him feel he excels in some things.

RECOMMENDATION:

I would like to recommend some music appreciation for the child; records, good music programs on the radio. If the mother is too busy, here would be a good time for the father to spend some time with Richard.

NOVEMBER 12 ANECDOTE:

When children were dismissed, Richard and Webb had a fight. Bruce championed Richard (held his hat for him, and generally cheered him). Instead of going home for

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lunch, Richard went home with Bruce. He did not get home until 2:30 in the afternoon.

NOVEMBER 13 ANECDOTE:

Following day: We had a general conversation about when we go to our friends' houses and when we do not. Points brought out by various children were:

1. Ask our mothers if we may go.
2. Sometimes mothers call up and ask friend's mother whether child may come over.

Point stressed with emphasis for Richard that it was fun to have two friends. We were pleased to see Bruce and Richard be good friends.

Teacher asks: "How do mothers feel when children do not come home from school at lunch time?" Replies:

1. "Get mad."
2. "Get scared."
3. "Don't know where you are."
4. "Might think you are killed."

Indications of Journal

October 15 to November 16

DESIRABLE BEHAVIOR TRAITS

UNDESIRABLE BEHAVIOR TRAITS

- Oct. 21 Aimlessness, lack of initiative
Oct. 22 Indecision
Oct. 22 Lack of initiative, brief attention span,

DESIRABLE BEHAVIOR
TRAITSUNDESIRABLE BEHAVIOR
TRAITS

		lack of concentra- tion
	Oct. 25	Finger sucking, day- dreaming
	Oct. 26	Poor memory, be- wilderness
	Oct. 26	Daydreaming, lack of attention
	Oct. 26	Poor habits
	Oct. 26	Resistance, insecur- ity
Oct. 27	Pleasure	
		Oct. 28 Short attention span
		Oct. 29 Lack of interest
Oct. 30	Interest in story	
Nov. 3	Interest in paint- ing	Nov. 3 Disturbing group
		Nov. 9 Destructiveness
Nov. 10	Good aesthetic expression	Nov. 12 Lack of responsibil- ity

Summary of Richard's Behavior Journal

Let us look into the above list of traits. The journal indicates a predominance of undesirable traits. Quite frequently among them occur aimlessness, lack of initiative, daydreaming, inattention; less often: nervousness, lack of responsibility. What are the causes of these traits? It seems

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to me that this inactivity on the part of Richard, this lack of participation, is due to a feeling of inadequacy. At present Richard has not sufficient skills nor maturity to give him confidence for participation. He enjoys clay and easel painting because they require relatively little skill of small muscles; also he has had more experience with these media both at home and school. At school he has not overcome his probable fear of new material (new experiences).

Another factor, probably as important as the previous one, which also contributes to Richard's lack of interest in activity, is that Richard has not made many friends. The anecdote of Nov. 12, shows that Richard was thrilled when Bruce championed him in his tussle with another boy. He was so taken up with the companionship that he forgot to go home at noon and went to his new friend's home instead.

The journal also indicates two more needs, namely, the desire to be recognized, and the desire to be part of the group (Oct. 27, Nov. 3). From the contact with the mother and from the indications of the questionnaire, I would judge that Richard is not getting sufficient attention at home. He is the middle boy. The baby in the family, now fourteen months old, still takes a good deal of the mother's time, and no doubt John, who has just returned from boarding school, is getting at least some of the attention Richard formerly received.

Another implication, not as evident as the preceding ones but nevertheless important, is that Richard has poor work habits. Those activities which, with the majority of the children, have become routine, are still bewildering to Richard: he brings his milk money on defense stamp day;

he stands out of line when a line is required; he does not respond to simple requests because he is preoccupied. All these incidents contribute to his unhappiness and discomfort at school.

At this time I would like to make these recommendations in connection with this case:

For the school:

1. Help him to get started on activities he enjoys, and see that he carries them through.
2. Let him have as many satisfactions as possible.
3. Compliment him on the things he does well (singing, rhythms, creative materials).
4. Encourage him in his skills and habits.
5. Allow him to contribute whenever possible.
6. Encourage his friendships.
7. Minimize his contacts with new personalities and new experiences.

For the home:

1. Cooperation in habits and routines.
2. Parent recognition of his contributions.
3. Encouragement of companionable relations with all members, especially father and older brother.
4. Parent and teacher guidance of case.

Questions and Problems

1. In what way is the anecdotal method valuable in studying children?
2. Prepare a useful form for keeping anecdotal records.
3. What are the characteristics of a good anecdotal record?
4. What criteria should be applied in selecting incidents to be studied?
5. Which pupils should a teacher study? Why?
6. When and by whom should interpretations be made?
7. Make a critical evaluation of David's behavior journal.
8. Make a critical analysis of Richard's behavior journal.
- *9. Observe a group of children for several days and write objective behavior descriptions of the significant incidents observed. Interpret the anecdotes you have written.
- *10. Continue to study one or two of your pupils for the entire term. Write behavior descriptions and interpretations of the significant incidents observed during this period. Write a summary interpretation of the behaviors, indicating the problem, symptoms, causes, and any remediation attempted.

Inventories serve to identify problem cases and determine the nature of the problem. Continued observation throughout the year, using written behavior descriptions of the child's overt behavior, contributes toward an understanding of his problem by determining the causes of it. Further light may be thrown upon his problem through conferences or interviews, which will be the subject for study in the next chapter.

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The Interview as a Method of Studying Children

CHAPTER FIVE

Most teachers find the interview or conference a simple, direct, and familiar approach to child study and a useful supplement to observation.

Interviews may serve a variety of purposes: to acquaint the interviewer with the subject and his problem; to produce pertinent information; to disclose developmental aspects of a problem; to permit cooperative planning between the interviewer and the pupil for a program of correction. Frequently the answers that a pupil has given to questions on a test can be verified or enlarged upon during an interview. The interview is particularly useful in helping the teacher to secure developmental history, beginning with the onset of a problem, which may reveal the causes of the pupil's present difficulties.

Although most teachers are successful with the interview

method, others experience little satisfaction from it. However, every teacher can obtain effective results from it as her understanding of the interview technique increases.

No useful purpose is served by the interview in which the teacher applies a mild "third degree" to the pupil with the sole objective of forcing from him a confession of guilt or responsibility for misdemeanors, carelessness, or indifference. Exhortation, with a promise from the pupil that he will improve, fails to produce a lasting effect. Sympathy, advice, and persuasion are likewise of little value unless they stem from a knowledge of the functions and limitations of the interview and a careful analysis of the problem. Counseling of these types is ineffective and hence wasteful.

Teachers who find the interview method valuable are usually those who have recognized the overriding necessity of establishing rapport with the pupil. The importance of achieving rapport cannot be overemphasized. The pupil must have complete confidence and implicit faith in his teacher-counselor; otherwise cooperation cannot be obtained or the true facts ascertained. If the pupil conceals or distorts facts or feelings, the validity of the interview is destroyed. Only after acquiring the confidence of the pupil can the interviewer secure cooperation in planning the remedial program.

The skilled interviewer gives the subject full opportunity to relate his experiences, to present his problem, and to explain incidents recorded in the anecdotal record or history. It is advisable to avoid as many direct questions as possible and to elicit information through conversation in which the interviewee tells the story about himself, his

problems, his hobbies, his successes and failures. The pertinent facts to be gained will depend upon the function of the interview, the subject's age, and the nature of the problems. The counselor must be kind, sympathetic, and very adept at placing the subject at ease, at eliciting pertinent data, at recognizing whether or not the responses are genuine, and at evaluating the significance of the information gained. Throughout the interview she must be alert to significant behavior on the part of the subject.

It is frequently necessary to hold several interviews. The function of the first may be to become better acquainted with the subject and to establish rapport. This lays the groundwork for the counselor's further study of the pupil. All subsequent interviews, diagnostic or therapeutic, must be planned with great care in order for the counselor to obtain all data required for her purpose.

When the objective of the interview is to understand the interviewee and his problem better, it is known as a *diagnostic interview*. An interview held for this purpose will consist of gathering further information and of verifying and clarifying data gathered from other sources. It is important to determine the onset of the problem, the causes that gave rise to it, its present status, and its seriousness. These facts must be studied in the light of the subject's intelligence, adjustment, education, training, and environment.

When the objective of the interview is to help the interviewee understand himself and his problem better and to plan cooperatively appropriate therapy, it is known as a *therapeutic interview*. The therapy must seek to eliminate or ameliorate the causal factors and to promote a construc-

tive program under conditions which will insure a normal emotional life, happiness, and success.

In the *therapeutic interview* the complete cooperation and confidence of the subject must be gained. The counselor must understand thoroughly the nature of the problem. The counselee must be of the proper age and mentality to be capable of cooperation with the interviewer. Under these conditions, both parties can agree to an effective remedial program. The remediation must be challenging and acceptable to the subject. He must acquire a real understanding of himself and his problem and must know that the counselor has a genuine interest in his welfare.

If the results of inventories, and intelligence, achievement, aptitude, and personality tests are available, together with the subject's work record, the interviewer is in a much stronger position to guide the interview so as to gain the information which will supplement, verify, or negate the facts presented in the objective record. The ultimate goal for the student is an understanding of himself and of his difficulties. The interviewer's objective is to gain an understanding of the student and his problem, in order that a cooperative, therapeutic program may be agreed upon. A written record of the interview should always be made and placed in the student's cumulative folder.

The interview as a technique for studying children is generally more applicable to the pupils in junior-senior high school than in elementary school. Elementary school teachers may use this technique to increase their understanding of a child by interviewing his parents and his former teachers. The developmental inventory on the home and the

discussion in the next chapter will provide an analysis of the interview with parents.

Observation, the use of tests, and conferences with teachers and parents will in most instances form a good basis for a diagnostic study of the educational problems of children in grades one to six. Interviews with these children may make possible useful therapy after the diagnostic study has been made.

The following teacher-pupil interview is typical of the attempts made by teachers to modify, direct, and control pupil attitudes and conduct.

An Adaptation of an Interview Held by a Fifth-Grade Teacher with One of Her Pupils

Jane is a pupil of average ability with unsatisfactory social adjustment and poor study habits. This interview was held after Jane failed to bring her arithmetic work to school on several successive days. One morning during class she wrote a note to her friend, Betty, asking her for the assignment so that she could copy the answers. The note was turned in to the teacher. Jane had been unusually restless in the classroom for the previous several days. Her friend, Betty, had just returned to school after having been ill for a week.

Teacher: Were you glad to have Betty come back to school?

Jane: Yes, Betty and I are good friends.

Teacher: Would you do anything to harm her?

Jane: No, of course not.

Teacher: Can you think of anything you are doing in school that doesn't help Betty?

Jane: I talk to her and stop her from working sometimes.

Teacher: Do you think that is fair to Betty?

Jane: No, I guess not.

Teacher: What could you do that will help you and Betty, too?

Jane: I could keep busy at my desk and leave Betty alone.

Teacher: Do you like school?

Jane: Yes, most of the time.

Teacher: What do you like best to do in school?

Jane: I like reading and language. I like spelling, too.

Teacher: Do you like arithmetic?

Jane: Not very well.

Teacher: If you could do it better, do you think you might like it?

Jane: Maybe. I like reading. I can do that.

Teacher: Could you think of anything we might do to help you?

Jane: I might learn my tables better.

Teacher: Do you know your tables?

Jane: I forget them. I count on my fingers.

Teacher: Does Mary count on her fingers?

Jane: Oh no, she can say the tables fast.

Teacher: Do you think you could learn them so you could say them fast?

Jane: How?

Teacher: How would you like to take these arithmetic cards home? You said Mother helped you. Perhaps you could play some games with them.

Jane: I'll try.

Teacher: In your note today you asked Betty if you could copy her work. Do you copy often?

Jane: Not this year. I did a lot last year. I copied from Betty nearly all the time.

Teacher: Do you think copying helped you to understand your arithmetic?

Jane: No, I guess not.

Teacher: What could you do instead of copying?

Jane: I could try harder. I guess learning my tables would help.

Teacher: Would you like to keep up the work in your class, too, or do you think this extra work will be enough?

Jane: I think I would like to keep up the work of the class but I don't understand the work for next time.

Teacher: Bring your work to me before you go. I can help you.

Jane: All right.

Teacher: Did you like jumping rope with all of us on the playground these last few days?

Jane: Yes. It was fun.

Teacher: How would you like to make friends with more boys and girls?

Jane: I guess that's a good idea; then if Betty is absent I would have someone to play with.

Teacher: Yes, it is a good idea to be friendly with many girls. Then you will always be sure to have someone to play with. To have friends, you have to be friendly and nice to them, too. What are you going to try to do before Friday?

Jane: I'm going to pay better attention in class. I'm going to study my tables. I'll try to stay in my seat and not run around the room so much.

Teacher: Are you going to write notes?

Jane: I'll try not to.

Teacher: That's fine, Jane. Shall we have another talk next week?

Jane: I don't know.

Teacher: Let's have another chat next Friday.

Jane: All right. Good-by.

Teacher: Good-by.

Boys and girls in junior-senior high school have many personal, educational, and vocational problems that may be resolved by an effective teacher-counselor. Interviews that are initiated by the students are frequently most effective because the student recognizes the presence of a problem and is seeking help in bringing about a solution. Students look for a teacher who is kind, sympathetic, tolerant, and understanding of student conduct when they are seeking advice or when they are in trouble. Teachers may arouse a problem consciousness in their students through the use of standard tests of adjustment, aptitudes, and personal problems. A stimulus in this direction may also be provided by outside speakers who have been brought to the school to discuss such subjects as personality development, occupations, and vocational opportunities.

The nature of the interview will depend upon the nature of the problem and the needs of the individual. The following classified list suggests minimum information to be gathered and analyzed:

Interests

- Is the student interested in his school subjects?
- Is he interested in the extra-curricular program?
- How intense are his interests?
- Is the curriculum pursued in line with his abilities?
- What hobbies does he pursue?
- How does he spend his leisure time?
- Are his recreational pursuits suitable and constructive?

Ambitions

- What educational and vocational aspirations does he have?
- Are these aspirations in line with his intelligence, aptitudes, and training?
- Does he understand his strengths and weaknesses?
- Does he know requirements essential for the attainment of his goal?
- Does he lack ambition? If so, why?

Attitudes

- What attitudes does he have toward parents, home, family, school, friends, companions, childhood, self, work, money, future, and authority?
- What are the causes underlying any attitude that may be undesirable?

Health

- What is the condition of his health and general physical status?

Does he suffer from a chronic illness or a physical handicap?

How does his health and physical status affect his mental attitude?

Has he learned to make a normal adjustment to an impairment in health or physical status?

The interview method, like the observational method, has all the limitations inherent in a subjective approach. Flexibility in method is essential for maximum individualization, and for this reason *the interview procedure should not be standardized*. Skill in the use of the method will minimize the subjective factors which destroy its validity. The outstanding advantage of the method when it is used effectively is the opportunity it affords to study the child as a whole. The specific behavior manifested by an individual becomes more meaningful when it is evaluated in relation to the total personality.

When is counseling necessary? For what types of problems is the interview technique most suited? What different functions may the interview serve? What are the types of interviews? What are the criteria of a good interview? What are the advantages of the interview? What are the limitations of the interview? These are some of the questions that concern every teacher.

Questions and Problems

A study of the questions which follow will broaden your understanding of the interview technique. Apply this technique to one of the students you have observed in your

work in the preceding chapters. Use the information you have gathered about the student on the inventories (pp. 56-75) to guide your interview. This project is described in the ninth problem below.

Note: The page numbers at the end of some of the following questions refer to books listed under "Selected References." For example, with respect to the first question, (1) pp. 3-34, 129-139 refers to *How to Interview* by Bingham and Moore.

1. What different functions may an interview serve? (1) pp. 3-34, 129-139.
2. What are the characteristics of a good interview? (5), (2) pp. 1-23.
3. How can the interviewer establish rapport? (8) pp. 130-139.
4. How should the results of an interview be reported and recorded? (6) pp. 109-132.
5. What aspects of the pupil and his problem can be evaluated most effectively by the interview? (2) pp. 24-34.
6. Summarize and evaluate the criteria suggested by Rogers. (5) pp. 76-84.
7. What are the functions, characteristics, advantages, and limitations of the directive interview? The non-directive? Rogers (5) pp. 115-128.
8. Summarize the interview with Jane and evaluate it.
- *9. Select and interview a pupil with a scholarship difficulty or an adjustment problem. Plan the interviews carefully, hold the necessary conferences, and write them up. Indicate the nature of the problem, the purpose of each interview, the information gathered, and the results attained. Evaluate the effectiveness of your interview.

Selected References

1. W. V. Bingham and B. V. Moore, *How to Interview*. (Harper, 1934.)
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4. H. H. Remmers and H. L. Gage, *Educational Measurement and Evaluation*. (Harper, 1943.) Pp. 426-448.
5. Carl R. Rogers, *Counseling and Psychotherapy*. (Harper, 1943.)
6. N. E. Shoobs and George Goldberg, *Corrective Treatment for Unadjusted Children*. (Harper, 1936.)
7. L. A. Thompson, *Interview Aids and Trade Questions for Employment Offices*. (Harper, 1936.)
8. A. E. Traxler, *Techniques of Guidance*. (Harper, 1945.) Ch. 3.
9. E. G. Williamson, *How to Counsel Students*. (McGraw-Hill, 1939.)

Studying the Child in the Home

CHAPTER SIX

DURING the process of studying a pupil in order to determine the causes underlying his behavior, a teacher frequently finds it advisable and necessary to study his out-of-school life. A child's first six years represent a period of extremely rapid growth and development. During this period, the basic personality and emotional patterns are formed. In order to understand the child completely, it is necessary to study and evaluate the influences which molded him into what he was when he entered school and what he is today.

The teacher must understand how certain influences condition the life of the child. When she becomes aware of circumstances in the home which interfere with the child's emotional development, she will strive to provide a school environment which will correct the deficiencies of the home. Special duties and responsibilities may be arranged for the

pupils who have not learned cooperation from their parents. Timid, shy, and unsocial pupils will undergo the experiences which will help them to develop confidence, to gain a genuine feeling of belonging, and to succeed.

The experiences which the child encounters in the home, in the community, and in the school form the background against which the problem must be studied. The problems with which he has not been able to cope successfully must be studied with greater care, for they reveal the causes of frustration, inadequacy, insecurity, or unhappiness. Catastrophic events—such as death in the family or a home broken by divorce—must be analyzed for their influence upon the emotional life of the child. Parents who quarrel and disagree openly as to methods of child training, set up a home environment that breeds insecurity. Parents who dominate or reject their children subject them to emotional experiences devoid of love, protection, and security. The instability and insecurity which result are frequently the source of learning difficulties as well as of behavior problems both in and out of school.

In order for the teacher to evaluate the home background, she must visit the home and interview the parents. The following aspects of the home life affect the normal development of the child and are basic areas for analysis and study:

1. Parental relationships.
2. Child training.
3. Parent-child relationships.
4. Child-to-child relationships.
5. Socio-economic status.

Wholesome parental relationships characterize the home in which harmony is the keynote. When discord is absent and love and sympathetic understanding prevail among all the members of the family, the home exerts a stable influence which promotes happiness and normal adjustment. The broken home, caused by divorce or desertion, breeds insecurity and unhappiness. Death of one of the parents, absence of both parents because they are working, and the continuous presence of relatives in the home are potential sources of faulty child training.

Wholesome parent-child relationships are fundamental to the happiness and security of the child and to the development of a desirable personality. The love or affection of the parent may range from overprotection, oversolicitude, and overindulgence to one of rejection, severe punishment, and complete domination. In a wholesome environment in which a constructive program of child training prevails, the parents are sympathetic, understanding, and consistent in their approach to child training. They do not show favoritism and they promote a logical, positive program of discipline in which the goal is not punishment, but correction leading to self-direction. A daily routine of duties and responsibilities is recognized as an important part of the child's training.

An unwholesome child-to-child relationship is frequently the result of faulty parental training. When parents show favoritism and compare one child unfavorably with another, their comparisons are reflected in the child-to-child relationship; and inferiority, resentment, problem behavior, or unhappiness develops in the child who is thus criticized. The

gifted child or the very dull child is often the beneficiary of this unfavorable comparison. The only child frequently is spoiled and becomes unsocial because of parental overprotection, too much attention, or through an insufficiency of social experiences with children of his own age.

The social and economic background of the home is an important factor in the development and adjustment of the child. Extremes in the economic status of the parents may result in overindulgence or overprotection by the wealthy parents, or in neglect, rejection, and deprivation by the parents in the low economic brackets. Minimum standards of housing, food, and clothing are essential to the child's normal physical growth. Substandard conditions of subsistence impair his health, security, and general well-being.

Information about the home and the family can best be gathered by visiting the parents in their home. When access to the home is not feasible or possible, the parents should be persuaded to come to the school for a conference. During the interview, information about the existing parent-child relationship should be obtained by indirection. This information should be verified by actual observation whenever possible.

The Home Environment Inventory (pp. 138-139) lists those aspects of the home life important for the observer to study. The inventory should serve to direct the observations and to indicate important information to be gathered during the interview. The items checked on the inventory will reveal the conditions in the home which are hazards and may exert an unwholesome influence on the development of the child. Each item checked on the in-

ventory should be described in detail in problems 6 and 7 at the end of this chapter.

The teacher should endeavor to interview the parents of each child, for if she visits the parents of problem children only, it frequently becomes difficult to overcome a defensive attitude on the part of such parents and to establish rapport. When parents learn that they all have an opportunity to become better acquainted with the school and with the teacher, they are much more likely to adopt that attitude of friendliness which helps to promote mutual understanding.

The present status of the child can best be understood in the light of his developmental history. The sum of his experiences in and out of school is largely responsible for his present status and must be studied in order for the teacher to understand the causes of his problem. When and where did the symptoms of his difficulty first appear? What environmental factors which could be considered causal were present at that time? Are these factors still present? Has the child been living in an environment conducive to normal physical, emotional, and social development? What therapeutic measures have already been attempted by parents and teachers? How can the human relationships which the child experiences be measured and evaluated? These are some of the important problems to study in this area.

It is obvious that inferences or hear-say evidence about the pupil's home should not be countenanced. The teacher must obtain such information from the parents themselves. Conferences held with them will permit the teacher to gather much data about the child's problem from the par-

ents' point of view. Frequently children who appear very indolent in school are cooperative and responsible at home. Solicit the parents' aid and cooperation in attempting to understand their children better. The general objectives of the school and the reasons for taking a special interest in the child must be made evident to the parent. The parent interview will enable the teacher to gather vital information relative to the pupil's early developmental history. The conditions surrounding the child's birth, the age at which he began to walk and talk, the ease or difficulty in his early training, his childhood diseases, and the onset of the present problem—these are some of the important aspects of the developmental history that can be obtained.

It is necessary to gain wholesome rapport with the parents in order that needed facts may not be distorted or withheld. How many children are there in the home? How do they get along with one another? How does the pupil compare with his sisters and brothers (if any) in school work, in interest in the home, and in general behavior? What duties or chores do the children have? How much spending money do they receive? What do they do to earn money? How do they spend the week ends? How do they spend the summer vacation? Do the older children have any responsibility in caring for the younger siblings? How much time do the parents share with their children?

If the child is the only child, do the parents provide normal social opportunities for him to play with other children? Does he get along well with other children, and how does he compare in age with his companions? What does he like to do when he is at home? Does he have pets and

does he look after them? Does he put away his toys and take care of his own room? Is he responsible in performing his duties?

Do the parents show favoritism and do they compare the duller child unfavorably with the more fortunate siblings? Is the child adopted? Are there relatives or boarders in the home? Does the father share responsibility in training the children? Is he a real companion to them? How are the children disciplined? Are the parents consistent in their correction? What situations in the home give rise to problem behavior? Is the child rejected?

Several conferences may be required to gather the desired information. After rapport has been established and the parent is eager to convey information that will help you to understand the child better, arrange for a visit to the home when the children are present. The father should be present if possible. Keen observation will disclose pertinent facts and conditions. The adequacy of the home and the neighborhood can be ascertained. Parent-parent relationship and parent-child relationship can be determined by observing the routine of the home under *normal* conditions. Observation in the home during a meal or at bedtime is especially helpful. The "atmosphere" of the home and the methods used in handling the children will serve to verify, modify, or discount the parents' own analysis.

In studying a child who has a serious social behavior problem in the home, the teacher will find her analysis of the home environment facilitated if the mother will keep a detailed diary of the child's behavior for a period of one week, or longer. The diary should record the circumstances and

conditions which precede conflicts in the home, how the problem was resolved, and the specific techniques and measures used in the correction, together with the child's attitude and response. An analysis of this record will be helpful in understanding the difficulty which the parent is having in the child training program.

Parent conferences and home visitation should not be limited to children who are considered problems. The advisable and expedient procedure may be to start with this group, however. In a city system where visiting teachers and social workers are available, it may be desirable to turn over to a special worker the responsibility for all or for a major portion of the home-visiting program. Such a worker should also participate in any parent-teacher conferences held in the school. A record of the conferences and home visits should be kept with the developmental inventories, together with a supplementary description of the factors observed by the teacher.

The influence of the home on the adjustment of the child cannot be over-emphasized. The experiences gained during the pre-school period, the most formative years, result in well-developed modes of adjustment and well-defined levels of emotional and social maturity. The child comes to school with an acquired personality and a pattern of habits which encourage learning, if normal, but retard learning if the development has been unwholesome. If he is socially and emotionally immature, he has not acquired the habit of following directions, a sense of responsibility, nor the cooperation and concentration necessary for learning in a formal school environment. Extreme negativism and emo-

Home Environment

Date.....School.....

Check the statements which apply to each pupil. Use 0 if you do not know.

PARENTAL RELATIONSHIP

1. Parents are incompatible.
2. Parents quarrel.
3. The home is broken.
4. One or more relatives live in the home.

Child Training

5. Parents disagree on methods of child training.
6. Parents dominate the child.
7. Parents are inconsistent in disciplining the child.
8. Parents are too severe in their discipline.
9. Parents are overindulgent or oversolicitous.
10. Parents are neglectful.
11. The child's spending money is inadequate or excessive.
12. The child has no home duties or responsibilities.
13. The child's leisure time is unsupervised.
14. The child's diet is unbalanced.
15. The child's food habits are undesirable.
16. The child's rest is inadequate.

Parent-child Relationship

17. The parents reject the child.
18. The father seems unconcerned about the child's problem.
19. The father seems unconcerned about the child's future.
20. The father disapproves of the child's choice of a career.
21. The father shows no concern for the child's education.
22. The mother seems unconcerned about the child's future.
23. The mother seems unconcerned about the child's problem.

Inventory

Pupil

[illegible]

tionality likewise are hazards to a successful school life. Maladjustment in the home reappears in the school and interferes with learning. In these cases the home and the school must cooperate in planning a program of home and school responsibilities for the pupil. Such experiences will aid in correcting the maladjustment and in insuring success in school.

Questions and Problems

Experience in making an objective evaluation of the socio-economic status of the home is offered by the third problem below. The Home Environment Inventory enables you to record undesirable family relationships and faulty training in the home. Problems 6 and 7 suggest this activity. The remaining problems give you an opportunity to develop a school program which will counteract the effects of a faulty home environment. A program of parent education is a challenge to every school.

1. Summarize the experimental findings concerning parent-child relationships. References: Anderson (1), Fitz-Simons (6), Meyers (7), Risen (8), Symonds (13).
2. Summarize the experimental findings concerning the socio-economic status of parents and the adjustment of children. References: Shaw (10).
3. Make a socio-economic survey of the homes of the pupils in one or more of your high school classes by administering the American Home Scale (15) to the pupils. Summarize your findings.
4. What relationship did the results of your survey reveal between scholarship difficulties and the home environment?

5. What relationship did the results of your survey reveal between personality and behavior difficulties and the home environment?
6. Evaluate the parent-child and child-to-child relationships for the problem cases studied by the inventories in Chapter 2, by rating the homes with the Home Environment Inventory provided in this chapter.
7. Summarize your findings and indicate the causal factors underlying some of the problems revealed by the inventories in Chapter 2.
8. Plan a school program of corrective treatment for one of the pupils studied.
9. Outline a program of child study for parents which can be promoted by the school.
10. Prepare a list of school duties for the child who craves recognition and needs training in responsibility. (Indicate the child's sex, age, and grade level.)
11. Prepare a list of regular home duties for the child who needs training in responsibility. (Indicate the child's sex and age.)
12. Prepare a list of books and magazines for parents in the field of child study.

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2. K. W. Bigelow, *Helping Teachers Understand Children*. (American Council on Education, 1945.) Ch. 3.
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4. G. D. Driscoll, *How to Study the Behavior of Children*.

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5. H. B. English and Victor Raimy, *Studying the Individual School Child*. (Henry Holt, 1941.) Pp. 57-68.
 6. Marion J. Fitz-Simons, *Some Parent-Child Relationships as Shown in Clinical Studies*. (Bureau of Publications, Teachers College, Columbia Univ., 1935.)
 7. T. R. Myers, *Intrafamily Relationships and Pupil Adjustment*. (Bureau of Publications, Teachers College, Columbia Univ., 1935.)
 8. N. L. Risen, "Relation of Lack of One or Both Parents to School Progress," *Elementary School Journal*, 39:528-531, 1939.
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 10. Duane C. Shaw, "The Relation of Socio-Economic Status to Educational Achievement in Grades Four to Eight," *Journal of Educational Research*, 37:197-201, 1943.
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 14. White House Conference on Child Health and Protection, *The Young Child in the Home*. (D. Appleton-Century, 1936.)

Tests and Rating Scales

15. "American Home Scale," by W. A. Kerr and H. H. Remmers. Designed to measure the socio-economic status of the home. Range: junior-senior high school. (Research Associates, Chicago.)
16. "The Adjustment Inventory," by Hugh M. Bell. Designed to measure home, health, social, and emotional adjustment. Range: junior-senior high school. (Stanford Univ. Press.)
17. "Telling What I Do," by H. J. Baker. Designed to measure home, play, social, and ethical-moral adjustment. Range: grades 4 to 12. (Public Schools Publishing Co.)
18. "California Test of Personality," by Louise P. Thorpe et al. Designed to measure personal and social adjustment. Range: kindergarten to college. (California Test Bureau.)
19. "Diagnostic Child Study Record," by Paul Witty and David Kopel, Form VIII. Home Information Report. (Northwestern Univ. Psycho-Educational Clinic.)

The Use of Standard Tests in Child Study

CHAPTER SEVEN

THUS far the importance of studying children has been emphasized. How to study them and what we need to know about them have been discussed and illustrated. Pupils have been studied by the observation and interview methods. Certain limitations inherent in these methods have been noted. It was pointed out that the subjective approach frequently gives unreliable and inconclusive results because of the difficulty of securing accurate and complete data.

When a pupil's intelligence, aptitudes, level of maturity, or specific learning disabilities must be known, a third method, the use of standard tests, will provide the needed accuracy and objectivity. Their objectivity tends to increase the reliability of the data, and the norms which accompany standardized tests eliminate the personal equation from the evaluation of the results.

Because of the specific nature of most standard tests, they are useful in analyzing the component parts of an individual or group problem. A standard reading test, for example, will enable the teacher to study the ability of a pupil or class in word recognition, word meaning, phrasing, pronunciation, reading rate, or the numerous abilities involved in comprehension. The amount of retardation or acceleration for a pupil or a class in units of months, semesters, or grades can be ascertained at the same time from the norms which accompany such tests. The objective scores on the norms, taken from carefully chosen tests, provide reliable standards to which the pupil's present status with respect to specific aspects of his achievement, ability, and capacity may be compared.

Standard tests of the pencil-and-paper variety may be grouped into the following functional groups:

Achievement Tests

Survey

Diagnostic

Intelligence Tests

Aptitude Tests

Tests of Personality and Adjustment

Achievement tests measure the amount of information, knowledge, or skill a pupil has acquired in or out of school. Tests in the traditional school subjects, such as reading, language, spelling, arithmetic, and algebra, are available. By referring to the norms¹ for the test, the teacher may convert the pupil's score into a grade score, or age score, which

¹ Norms are given in the manual which accompanies the test.

reveals his grade or age level in the subject tested. The average pupil starting the third grade will have a grade score of 3.0. A grade score of 8.4 designates the achievement level of the average pupil who has received four months of instruction in the eighth grade. In high school, percentile scores are commonly used. The percentile norm for any age or grade groups is 50. These scores may range from 0 to 100.²

Achievement tests designed to measure grade or age levels are known as survey tests. They cover all or many units of a school subject, but provide only a very limited sampling of the content of each unit. Norms accompanying survey tests are based upon the number of correct responses. Survey tests provide measures of the grade or age levels for a pupil, a class, or a grade in one or more subjects.

Achievement tests which are more analytical and which are designed to locate a pupil's difficulty in a particular subject are called diagnostic tests. These tests provide an extensive content sampling of one or more units of work. Frequently they cover only one aspect of the work of a subject, such as vocabulary, capitalization, or the addition of fractions. Some diagnostic tests do not have norms, in which case the teacher must analyze the errors in order to obtain the evaluation.

Diagnostic tests enable the teacher to locate a pupil's specific weaknesses or disabilities; hence they provide a good basis for remedial instruction. Pupil difficulties in any subject may be extremely varied and the result of a variety of causes. A pupil with a reading disability may not be able

² C. C. Ross, *Measurement in Today's Schools*, chap. 8.

to recognize words readily; he may phrase inadequately; he may have a meager vocabulary; he may read too slowly; or he may have a visual impairment or an emotional disability. A sixth-grade pupil may have difficulty in arithmetic because he has not mastered certain number combinations, because he does not know all of the steps in long division, because he does not know the meaning of fractions, or because he is unable to add unlike fractions.

It is necessary to know a pupil's innate capacity for learning in order to determine his optimum grade placement. Is the curriculum too difficult or too easy for him? Does he have the mental maturity necessary to succeed in the first grade? Can he be expected to complete high school? Is he working up to capacity? Is he a good college risk? These are some of the questions that frequently arise which may be answered in part by utilizing the results of intelligence tests.

An intelligence test yields two important scores, known as the mental age and the intelligence quotient (I.Q.). By referring to the table of norms for the particular mental test used, the teacher can ascertain the pupil's mental age in years and months. Mental age is a maturity score. A pupil's mental age is a measure of his mental maturity in terms of the average pupil of a corresponding chronological age. Thus a mental age of 12.0 denotes the mental age of the average pupil of twelve years of age. As the pupil's mental maturity increases, his ability to master material of greater difficulty increases. Mental maturity or mental age is therefore a basic criterion for optimum grade placement. A curriculum that is too difficult for a pupil leads to dis-

couragement, frustration, failure, or maladjustment. A curriculum that is too easy leads to boredom, daydreaming, or poor work habits.

A mental age of six years in the first grade, seven in the second, eight in the third, etc., are the accepted age-grade standards for the beginning of each grade. Thus a ten-year-old pupil in the fifth grade with a mental age of eight finds the fifth-grade curriculum too difficult. The standard third-grade curriculum is more nearly suited to his mental maturity. Proper curricular adjustments must also take into consideration the pupil's educational maturity, health, and social maturity. Age norms for achievement tests reveal a pupil's educational maturity in units of years and months. Educational age-grade standards and mental age-grade standards are the same.

The rate at which a pupil matures mentally is determined by dividing his mental age by his chronological age. ($\frac{M.A.}{C.A.} = I.Q.$) This ratio is known as the intelligence quotient (I.Q.). In common practice the decimal is removed by multiplying by 100. If, for example, a pupil's mental age is 10.5 and his chronological age is 8, he has an I.Q. of 130. The I.Q. indicates the rate of mental maturation and is a measure of the pupil's brightness. Educationally it is the index which tells how rapidly and how easily he learns.

Children with I.Q.'s of 100 are average or normal and find the rate of progress set by the standard curriculum in keeping with their rate of learning. A child with an I.Q. below 90 finds it extremely difficult, if not impossible, to

keep up with the average class. He learns slowly; he requires much repetition and drill and therefore needs more time to do his work. A child with an I.Q. above 110 tends to learn easily and quickly. He comprehends readily and profits by abstractions. This pupil finds the standard curriculum too easy. He can complete his school work in less time than the average pupil and finds little that is challenging in his work. Behavior problems frequently result from improper grade placement—either too high or too low.

If a child's scholarship is unsatisfactory, his mental age, determined by the age-grade standards, will indicate whether the curriculum is too easy, too hard, or of the optimum difficulty. If his I.Q. is below 90, not only is the curriculum too hard for him but the normal rate of progress maintained by the average pupil is much too rapid for him. The extent of the educational retardation can be determined by using survey tests of achievement, and the precise educational disability or deficiency can be located through diagnostic tests. Disabling factors, such as impaired hearing, vision, poor health, and unsatisfactory adjustment, must also be determined and corrected.

When questions arise as to what courses a pupil should pursue in junior or senior high school or for what occupations he is best suited, the necessity for determining special aptitudes arises. Intelligence tests measure only scholastic aptitude and are therefore unsuitable for this purpose. Many academic fields and most skilled trades and professional occupations require general or specific aptitudes as a basis for success. Special educational aptitudes for foreign languages, mathematics, art, and music may be determined

by objective aptitude tests in these fields. Aptitude tests are also available for vocations which require mechanical aptitudes or clerical aptitudes. Tests which measure the interest of a pupil in certain vocational fields have also been used with some success.

Tests of personality and adjustment are potentially valuable to the teacher who is attempting to determine a pupil's mental health and general efficiency. However, they have been used less successfully than other standard tests because pupil reaction to direct, personal questions is usually unsatisfactory. It is obvious that a pupil will not reveal intimate problems to anyone in whom he does not have implicit confidence, and will therefore be even less likely to divulge his feelings on paper to an unknown reader. The teacher may, however, derive value from such a test by administering it individually to a pupil with whom she has established rapport. The answers which a pupil gives to specific questions will often prove more revealing to the teacher than the total score on the test, for such answers frequently furnish her with clues to the pupil's personality which she may later follow up in an interview.

The emotional tension that accompanies adjustment problems is a severe handicap to learning and to normal progress through school. Unsatisfactory scholarship with its resulting frustrations, failures, and conflicts likewise produces feelings of inferiority and insecurity. These emotional conflicts will aggravate any unsatisfactory adjustment which may exist and tend to destroy normal adjustment and wholesome personality development. It is imperative that the teacher recognize the seriousness of such cases and use

every means available to help the child. The personality and adjustment test, imperfect as it is, may often be of some value to her in this endeavor.

The scope of the field measured by any single test of the types described is very limited, and the teacher should not attempt to evaluate the student solely on the basis of one test score; a test score by itself has little worth. In combination with other tests and other measures of the individual, however, it may contribute invaluablely to the total analysis.

The outstanding advantages of standard tests are their objectivity, reliability, and norms. When the tests are chosen wisely as to type, validity, and reliability; when they are administered carefully; and when the results are interpreted in terms of the problem studied and in conjunction with all of the data gathered for the individual, standard tests become valuable aids in studying children.

Is the curriculum too difficult? Administer a survey achievement test, and determine the pupil's age score. If he is retarded by one or more years, he is probably suffering from a serious educational disability. Does he have the capacity to do the work? Administer a reliable intelligence test and determine his mental age and I.Q. If he is one or more years under age mentally for his grade, the curriculum is undoubtedly too difficult for his ability. If he is at age or accelerated mentally, his educational retardation is not due to mental immaturity. The explanation may lie in a reading disability, the possibility of which may be determined by administering a survey test in silent reading. The precise nature of the disability in reading can be determined

TABLE 1

Distribution of Intelligence Quotients
in Wisconsin High Schools

I.Q.	Grades			
	9	10	11	12
180-189	1			
170-179	1		1	
160-169			1	2
150-159	5	6		1
140-149	32	21	9	23
130-139	116	84	39	49
120-129	435	346	189	237
110-119	905	894	565	697
100-109	1159	1088	764	947
90-99	909	801	514	689
80-89	386	431	209	271
70-79	97	89	48	68
Below 70	11	16	6	12
No. Pupils	4057	3776	2345	2996
75th Percentile	114	114	113	113
Median (50th Per- centile)	106	105	105	105
25th Percentile	96	96	97	96

TABLE 2

Wisconsin Achievement Test in Language Usage*

Form A

TABLE I

Percentile norms
for the 9th grade

Percentile	Score
99	130
95	114
90	104
85	97
80	91
75	86
70	81
65	77
60	74
55	71
50	68
45	64
40	61
35	57
30	54
25	51
20	47
15	43
10	39
5	32
1	22

TABLE II

Ninth grade percentiles
by I.Q. groups

Scores for				
Percentile	I.Q.'s 115 or higher	I.Q.'s 106 to 114	I.Q.'s 97 to 105	I.Q.'s 96 or lower
99	138	126	117	99
95	131	113	104	90
90	123	106	95	82
85	117	100	88	77
80	113	96	82	74
75	109	91	78	70
70	107	88	75	66
65	104	84	72	63
60	101	81	68	60
55	98	78	66	57
50	95	76	63	54
45	92	74	60	51
40	88	71	57	48
35	84	69	55	45
30	80	65	52	43
25	77	62	50	40
20	73	58	46	37
15	70	54	42	34
10	64	49	38	30
5	57	42	33	24
1	50	32	24	16

TABLE 3
Sangren-Woody Reading Test*
Grade 5

Pupil	M.A.	I.Q.	C.A.	Scores (Col. 1)								Grade Status (Col. 2)					
				Part I		Part II		Part III		Part IV		Part V		Part VI		Part VII	
				1	2	1	2	1	2	1	2	1	2	1	2	1	2
1		105	10-2	20	17		4		5		4		4		4		63
2		76	11-5	10	11		4		1		7		4		10		47
3		120	10-5	24	18		7		5		7		8		7		76
4		96	11-9	14	10		3		3		3		3		7		44
5		120	10-9	22	16		3		4		6		4		8		63
6		108	10-3	16	14		8		4		4		6		6		58
7		92	10-10	16	24		6		5		8		3		10		72
8		89	11-8	11	16		1		1		3		1		7		40
9		108	10-1	17	14		4		6		3		4		8		56
10		108	10-0	23	18		9		6		4		6		9		75

Sangren-Woody Reading Test

Grade Status (G.S.) Norms

Part I Word Meaning	Part II		Part III		Part IV		Part V		Part VI		Part VII									
	Score	G.S.	Rate	Score	G.S.	Fact Material	Score	G.S.	Total Meaning	Score	G.S.	Central Thought	Score	G.S.	Following Directions	Score	G.S.	Organization Total	Score	G.S.
24	8.1	24	9.3	9	7.7	9	7.7	6	6.0	8	9.6	8	8.2	10	8.4	75	7.3			
23	7.8	23	8.8	8	7.1	8	7.1	5	5.1	7	8.7	7	7.4	9	7.7	70	6.9			
22	7.5	22	8.3	7	6.6	7	6.6	4	4.2	6	7.8	6	6.6	8	7.1	65	6.4			
21	7.1	21	7.8	6	6.1	6	6.1	3	3.3	5	6.9	5	5.8	7	6.5	60	6.0			
20	6.8	20	7.3	5	5.6	5	5.6	2	2.4	4	5.9	4	5.1	6	5.9	55	5.6			
19	6.5	19	6.8	4	5.0	4	5.0			3	5.0	3	4.3	5	5.3	50	5.2			
18	6.2	18	6.3	3	4.5	3	4.5			2		2	3.5			45	4.7			
17	5.9	17	5.8	2	4.0	2	4.0			1		1	2.7			40	4.3			
16	5.6	16	5.3	1	3.5	1	3.5													
15	5.3	15	4.8																	
14	4.9	14	4.3																	
13	4.6	13	3.6																	
12	4.3	12	3.1																	
11	3.10	11	2.6																	
10	3.7	10	2.1																	

• World Book Company.

Aptitude, Achievement, and Interest Profile

Measure	Test Score	Percentile Score
Intelligence	64	95
Social Studies	47	71
Natural Sciences	56	77
Reading Vocabulary	39	30
Reading Comprehension	35	65
Mathematical Reasoning	37	85
Mathematical Fundamentals	45	35
Self Adjustment	27	5
Social Adjustment	36	5

VOCATIONAL INTERESTS

Biological Sciences: Physician, Surgeon, Biological Research Worker, etc.
 Specialized Selling Fields: Salesman, Sales Manager, Advertiser, etc.
 Physical Sciences: Engineer, Chemist, Architect, Inventor, Technologist, etc.
 Social Service: Teacher, Social Worker, Librarian, Professor, Minister, etc.
 Business Occupations: Office Clerk, Owner of Small Business, Executive, etc.
 Literary Occupations: Lawyer, Journalist, Author, Reporter, etc.
 Mechanical Occupations: Mechanic, Painter, Machinist, Carpenter, Welder, etc.
 Business Finance: Bookkeeper, Banker, Accountant, Economist, etc.
 Public Performances: Actor, Musician, Artist Designer, etc. ..
 Agricultural Occupations: Farmer, Rancher, Dairyman, Landscape Gardener, etc.
 Hearing: Left ear—47% loss, Right ear—Normal. Vision—Normal. Speech—Normal.
 raphy, English
 Plan to finish H.S.? Yes Plan to attend college? Yes
 Occupational Choice Aviation—Airplane Pilot

Name Jim Grade 9 Sex M

C.A. 13-3 M.A. 17-4 I.Q. 131

Percentile Graph									
10	20	30	40	50	60	70	80	90	

Pupil		Interest Rating			
Score	Rating	E	D	C	B A
40	B				
26	D				
34	C				
17	E				
16	E				
19	E				
24	D				
22	D				
22	D				
57	A				

by a diagnostic reading test. If the pupil is seriously retarded in reading, his rating on a verbal mental test will not be valid. By administering the California Test of Mental Maturity, the pupil's verbal I.Q. and non-verbal I.Q. may be determined. Pupils with reading disabilities will usually rate higher on the non-verbal or non-language test. Removal of the reading disability will tend to raise the verbal or language score, *resulting in a truer measure of his scholastic ability.*

The achievement tests will determine the nature of the educational retardation and serve as the basis for a program of remedial instruction. Pupils who are mentally immature will also be retarded educationally. The first step in the corrective program is to determine the proper grade level of work for the pupil. Start remedial work on the pupil's educational level, as determined by his grade score. If his educational age is not more than six months below his mental age, corrected for a reading disability, he is not a serious educational problem, as he has attained the achievement level of the average child of comparable mental maturity.

Social behavior problems may become manifest in a child who experiences constant frustration as the result of a reading disability or of a curriculum that is too difficult. In dealing with problems of this type, the teacher must first eliminate the educational frustration before she attempts to correct the behavior problem. The writer has had extensive experience in correcting overaggressive behavior, recessive behavior, daydreaming, and dislike for school by correcting the reading disability, and thus substituting successful experiences for frustration and failure.

Questions and Problems

The problems which follow will provide an opportunity for you to analyze and interpret test scores. Administer achievement and intelligence tests to the pupils you have been studying throughout the term. You will interpret the results as indicated in problem 8. You will have an opportunity to correlate and synthesize all of the data gathered for these pupils when you make the case study as directed in Chapter 9.

1. Reproduce the commonly-accepted table of the distribution of intelligence quotients in a normal population. Give the standard descriptions for each classification together with the percents. See E. A. Betts, *Foundations of Reading Instruction*, p. 241.
2. Make ten statements of fact gleaned from the distribution of intelligence quotients in Table 1.
3. Make five interpretive statements based upon the data presented in Table 1.
4. Using the table of norms for the Wisconsin Language Test presented in Table 2, convert the scores on this test to percentile scores for the five pupils tested below. A pupil's percentile score on a test describes his position within the grade or age group on a one hundred point scale in which 50 is the median or the established norm.

Pupil	I.Q.	Language Usage Score	Ninth-Grade Percentile	Ninth-Grade Percentile by I.Q. Groups
1	120	84	....	....
2	110	76	....	....
3	100	64	....	....
4	90	54	....	....
5	80	51	....	....

5. Discuss the significance and the interpretation of the two percentile scores for each pupil.
6. A. Change the scores given in Table 3, for the fifth-grade class on the Sangren-Woody Reading Tests, to grade scores by consulting the table of norms.
B. Compute the mental age for each pupil, using the pupil's C. A. and I.Q.
C. Which pupils are retarded one or more years from the grade norm?
D. Which pupils have a grade score which is one or more years below the pupil's mental age?
E. Which pupils do you consider to be real reading-disability cases?
F. Which pupils are retarded in reading more than one semester on the basis of total reading grade scores and the grade norm?
G. Divide the pupils into the three following groups: (1) at age mentally for the grade, (2) underage mentally, (3) overage mentally.
H. How does this class compare in intelligence with the average or unselected fifth-grade class?
I. Which pupils are retarded more than one year on the basis of total reading and mental age?
J. Summarize the facts revealed about this class on the basis of the test results.
7. A battery of tests comprising intelligence, achievement, adjustment, and vocational interests was administered to Jim, a ninth-grade boy. The scores obtained on these tests and their corresponding percentiles and letter ratings are given on pp. 156-157, together with information on hearing, vision, and speech. A statement of Jim's occupational choice and educational plans is included.
A. Complete the profiles from the data presented.
B. Write a descriptive summary of Jim, based upon the test scores and related data.

- C. Is Jim's occupational choice a good one? Write an analysis of your findings from the standpoint of a school counselor.
- *8. Administer an intelligence test and several appropriate achievement tests to one or more of the pupils you have observed and interviewed during your study of the earlier chapters. Interpret the results and tell how the objective data supplemented the information obtained previously. In what way did it give you a better understanding of your problem?

Selected References

1. M. J. Nelson, *Tests and Measurements in the Elementary School*. (Dryden, 1939.)
2. H. H. Remmers and N. L. Gage, *Educational Measurement and Evaluation*. (Harper, 1943.) Pp. 54-81, 124-143, 258-449.
3. C. C. Ross, *Measurement in Today's Schools*. (Prentice-Hall, 1941.) Pp. 183-223, 292-327, 392-432.
4. A. E. Traxler, *Techniques of Guidance*. (Harper, 1945.) Ch. 4-6, 8-10.
5. ——— *The Use of Tests and Rating Devices in the Appraisal of Personality*. (Educational Records Bureau, 1938.)

A Selected List of Test Publishers

- Benj. H. Sanborn Co., Chicago, Ill., Boston, Mass.
Bureau of Educational Measurements, Kansas State Teachers
College, Emporia, Kan.
Bureau of Publications, Teachers College, Columbia Univ.,
New York, N. Y.
California Test Bureau, Los Angeles, Calif.
C. A. Gregory Co., Cincinnati, Ohio.
Cooperative Test Bureau, New York, N. Y.
Educational Test Bureau, Minneapolis, Minn.
E. M. Hale & Co., Eau Claire, Wis.
Houghton Mifflin Co., Chicago, Ill., New York, N. Y.
Public School Publishing Co., Bloomington, Ill.
Psychological Corp., New York, N. Y.
Research Associates, Chicago, Ill.
Scott, Foresman & Co., Chicago, Ill., New York, N. Y.
Stanford Univ. Press, Palo Alto, Calif.
Univ. of Minnesota Press, Univ. of Minnesota, Minneapolis,
Minn.
World Book Co., Chicago, Ill., Yonkers, N. Y.

The Selection and Evaluation of Tests

CHAPTER EIGHT

WHEN a teacher turns to standard tests as a method of studying pupils, she is immediately faced with the difficult problem of test selection. The problem is most frequently one of selecting the best test from a list of many that are available. By consulting, for example, *A Bibliography of Mental Tests and Rating Scales*, by Gertrude H. Hildreth (7), she will find a list of more than four thousand titles. How may she select a good test that is especially adapted to evaluate the problem under consideration? When is a test a good test? What does the test actually measure?

The major criteria that should be applied to tests as a basis for their selection are validity and reliability. Validity is the degree to which a test measures what it purports to measure. If the scores on a test measure an ability, aptitude,

interest, or other quality by a valid criterion, the test is statistically valid. The teacher will determine the statistical validity of the test by correlating the test scores with the criterion scores obtained from the same pupils. The criterion scores must have a valid basis and may best be obtained from intelligence tests, aptitude tests, or other standards whose validity is known. Frequently the proficiency of individuals as rated by judges may be used as a criterion.

The statistical validity of a test is determined by administering that test to the criterion group and computing the coefficient of correlation between the test scores and the criterion scores. When the individuals with the highest criterion scores receive the highest scores on the test, and when those that rate lowest on the criterion receive the lowest ratings on the test, the coefficient of correlation between the two sets of scores is high and the test is considered valid.

A perfect relationship is expressed by a coefficient of 1.0, and no relationship by a coefficient of zero. A coefficient of correlation of .50 is generally considered the lowest acceptable validity. The validity of the test together with a statement of how the validity was obtained will usually be found in the manual accompanying the test. A further evaluation of recent tests may be obtained from *The Mental Measurements Yearbook* by O. K. Buros (1).

The validity of achievement tests is primarily a question of curricular validity or the validity of the content of the test. Tests that provide a direct sampling of pertinent information or skills may be assumed to be valid, if the

sampling is adequate and the test is reliable. If many of the words in the spelling test, or the skills in an arithmetic or language test, have not been taught, the test will not have a high curricular validity. A good achievement test must provide an extensive sampling of the curricular content of texts and courses of study. Since courses of study and textbooks are not standardized, wide differences in the curricular validity of a test may be expected when used in schools differing in curricular offerings.

Tests of achievement must be evaluated for curricular validity. Tests of intelligence, special aptitudes, and those measuring non-intellectual functions employ indirect measures that must be validated statistically through the use of an outside criterion. Thus success on the job or the ratings of supervisors may be used as criteria for an aptitude test. While an achievement test in spelling, arithmetic, or language may not require statistical validation, its curricular validity must be checked.

Although the extent to which a test samples what has been taught is of first consideration in curricular validity, the sampling of course content must be extended to include course objectives as well. Information, skills, understanding, attitudes, and appreciations are among the important objectives that may differ widely in point of emphasis among different teachers. Two teachers may use the same instructional material for dissimilar objectives. If teacher A is concerned solely with the ability of the pupils to reproduce the content of the text, to memorize and recall facts and information, while teacher B emphasizes understandings,

functional application of the material, and problem solving, then a test which is valid for teacher B will not have high curricular validity for teacher A.

The second basic criterion in test selection is reliability. A test is reliable when it measures accurately. If the scores on a repetition of the test are consistent, the test tends to be reliable. The degree of consistency is expressed in a coefficient of reliability. The minimum acceptable coefficient of reliability is .90. The coefficient is obtained by correlating the scores on two applications of the test given to the same pupils in a single grade. If more than a single grade is used in determining reliability, the minimum acceptable reliability must be .92 or higher. The reliability may likewise be obtained by correlating the scores on duplicate forms of the test. A statement of the reliability of a test should appear in the manual accompanying the test. (For detailed directions on computing coefficients of correlation, consult any standard textbook in educational statistics.)

One method of increasing the reliability of measurement is to increase the sampling by making the test longer. In the case of standard tests, the increased length is secured by using two or more additional forms of the test which are similar in content and equivalent in length and difficulty. If the reliability of a test is .80 to .86, two forms must be used in order to increase the reliability to .90. For tests having reliability coefficients from .75 to .79, three forms are necessary.

Tests, as tools of measurement, are merely means to the end. The goal is to understand the pupil and his problems as a basis for more effective teaching. Tests are an aid in

Test Analysis Data Blank

	Test 1	Test 2	Test 3
Name of Test			
Author			
Publisher			
Range in grade or age			
Kind of Test			
What the test measures			
Working Time			
No. of Forms			
Kinds of Norms			
Norms: No. of cases per age or grade			
Validity: Statistical or Curricular			
Reliability: Reliability Coef- ficient			
Test Evaluation: Score on Test Rating Scale			

solving problems when the data collected are valid and reliable. When these criteria are met, we may be confident that the information gathered is accurate and pertains to the problem being studied. Studying children, testing, and teaching are all integral parts of a program of modern education.

Directions for Evaluating Tests on the Test Rating Scale

The Test Rating Scale enables the teacher to evaluate standard tests by applying weighted scores on two major criteria: (1) validity and (2) reliability, and three minor criteria: (1) scoring, (2) norms, and (3) administration. Curricular validity is a criterion which applies to achievement tests. Statistical validity should be applied to intelligence tests, aptitude tests, and tests of personality and adjustment.

According to the Test Rating Scale, the maximum score that may be given to a test for statistical or curricular validity is 50. In rating a test for curricular validity, refer to the table on curricular validity. A 35-minute test with ten invalid items should be given a score of 35. The invalid items are those which concern a fact, principle, or objective that has not been taught.

The score assigned to statistical validity is based upon the coefficient of correlation. A coefficient below .50 should be given a score of zero. Reference to the table on statistical validity indicates that a coefficient of .78 should receive a score of 45.

Test Rating Scale
Weighted Score Values
Curricular Validity

Working Time in Minutes	Percent of Questions Not Valid						
	0-4	5-9	10-14	15-19	20-24	25-29	30 or more
	Weight to be allowed			Highest possible score is fifty			
40 or more	50	45	40	35	30	20	10
35-39	45	40	35	30	20	10	0
30-34	40	35	30	25	10	0	0
25-29	35	30	20	10	0	0	0
20-24	30	20	10	0	0	0	0
15-19	20	10	0	0	0	0	0
10-14	10	0	0	0	0	0	0

VALIDITY

Statistical Validity	
Coefficient	Score
Above .80	50
.70-.79	45
.60-.69	35
.50-.59	25
Below .50	0

Scoring **Score**

Objective	10
Partly Subjective	6
Subjective (Scales)	3
Subjective	0

RELIABILITY

Coefficient	Score
Above .95	25
.90-.95	24
.85-.89	22
.80-.84	15
.75-.79	10
.70-.74	5
Below .70	0

Test Rating Scale

Tests	Coefficients		Norms		Working Time	No. of Invalid Items
	Validity	Reliability	Kinds	Cases		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

[illegible]

By referring to the table on reliability coefficients, it becomes apparent that a reliability coefficient below .70 should be given a score of zero, a coefficient of .85 a score of 20, and a coefficient of .95 or higher a score of 25.

The degree of objectivity of the scoring key is rated on a ten-point scale. Adequacy of the norms is evaluated on a ten-point scale. Five hundred cases per grade is set as the minimum standard. Administration of the test is evaluated on a five-point scale.

Questions and Problems

The questions which follow will provide you with the experience needed to develop methods and criteria for selecting reliable and valid tests.

1. Reproduce questions from achievement tests in different fields which measure merely the recall of information.
2. Reproduce questions from achievement tests in different fields which measure understanding or some non-information objectives such as the ability to apply information, ability to infer, problem solving, attitudes, etc. Indicate what each question measures. References: (10).
3. Select five tests from Buros (1) and make a summary of the critical evaluations.
4. What are the advantages of each of the three methods of finding the reliability of a test? What are the limitations of each method? References: (5), (6).
5. Write the Spearman-Brown formula and illustrate how it may be used to predict the reliability of a test. References: (3), (4), (5), (6).
6. If a test has a reliability of .75, what is its estimated reliability when it is made twice as long?
7. If a test has a reliability of .70, how many forms must be used to produce a reliability of .90?
8. Explain the Kuder-Richardson method of finding the reliability coefficient. Find the reliability coefficient for a test by the Kuder-Richardson method and compare the results with the reliability reported for the test. References: (2).
9. Use the Test Analysis Data blank to record pertinent data on ten or more standard tests.
10. Evaluate five or more tests on the test rating scale.

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1. O. K. Buros, *The Mental Measurements Yearbook*. (Highland Park, N. J., 1940.)
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3. H. A. Greene, A. N. Jorgensen, and J. R. Gerberich, *Measurement and Evaluation in the Elementary School*. (Longmans, Green, 1942.) Pp. 52-73.
4. ——— *Measurement and Evaluation in the Secondary School*. (Longmans, Green, 1942.) Pp. 52-73.
5. J. P. Guilford, *Psychometric Methods*. (McGraw-Hill, 1936.)
6. ——— *Fundamental Statistics in Psychology and Education*. (McGraw-Hill, 1942.)
7. Gertrude H. Hildreth, *A Bibliography of Mental Tests and Rating Scales*. (Psychological Corp., 1941.)
8. R. W. B. Jackson and G. A. Ferguson, *Studies in the Reliability of Tests*. (Dept. of Educational Research, Univ. of Toronto, 1941.)
9. G. F. Kuder and M. W. Richardson, "The Theory of the Estimation of Test Reliability," *Psychometrika*, 2, pp. 151-160, 1937.
10. H. H. Remmers and N. L. Gage, *Educational Measurement and Evaluation*. (Harper.) Pp. 194-212.
11. C. C. Ross, *Measurement in Today's Schools*. (Prentice-Hall, 1941.) Pp. 72-109.
12. P. M. Symonds, "Factors Influencing Test Reliability," *Journal of Educational Psychology*, 9: 73-87, 1928.
13. T. L. Torgerson and Gustav Froelich, *Manual for the Wisconsin Achievement Tests*. (Algebra, Geometry, General Science, Biology, Physics, Language Usage.) (E. M. Hale & Co., 1940.)

The Case Method in the Study of Children

CHAPTER NINE

IN THE preceding chapters, the reader has studied and used four different methods of child study. As a result she should have acquired:

- (1) a realization that it is important to study children if the objectives of modern education are to be realized;
- (2) an understanding of the common methods of child study and skill in their use;
- (3) an awareness of and an insight into the problems associated with learning and behavior;
- (4) the ability to recognize symptoms and to relate the problem to the underlying causes;
- (5) the ability to plan appropriate corrective therapy; and
- (6) an awareness of some practices and conditions which will prevent problems of learning and adjustment.

In Chapters 1 and 2, observation as a method of study-

ing children was discussed and the advantages and limitations of the method noted. The teacher was given an opportunity to analyze the observational records for a class, to observe children, and to record the results of her observations by using the inventory check lists and written behavior descriptions. It was pointed out that many teachers fail to use observation in a constructive manner because they cling to the idea that their primary function is to teach subject matter. Effective use of the observation method requires recognition of the fact that instructional activities, instructional materials, and school organization and administration exist only to serve the needs of the individual. The rôle that the school program as a whole or in part plays in creating favorable or unfavorable conditions for learning was emphasized.

When a pupil finds learning distasteful, difficult, or impossible, he will exhibit that behavior which is symptomatic of his problem. Many of these symptoms of learning difficulties and behavior maladjustments can be identified through observation if the teacher is alert to the behavior manifestations which reveal the presence of an unresolved problem. The inventories provide extensive lists of anomalies commonly associated with problems or disabilities in the areas listed, and furnish an effective method of discovering and recording the presence of such problems. These check lists may readily be made a part of the pupil's cumulative record and serve as an important first step in a study of the child and his problem. The application of the inventories to all pupils each year will provide cumulative records essential to the early identification of problem cases.

When teachers continue their observation throughout the year and interpret the behavior of their pupils in the form of anecdotal records, they gather important developmental data which will provide a better understanding of the pupils and their problems. The causes underlying any pupil's behavior can be studied and the results of therapeutic measures analyzed. The teacher cannot use the anecdotal method effectively until she has learned to write objective behavior descriptions and has sufficient understanding of child psychology to interpret what she observes.

Observation, which is highly subjective, can be made more objective through study, practice, and training.

The outstanding advantages of observation as a method of child study are its wide application, flexibility, and the opportunity it presents to study the whole child. Teachers using this method for the first time will achieve better results if they select only a few pupils for study. As the teacher's skill and experience in writing behavior descriptions increase, she may undertake additional cases.

The interview method of study extends certain aspects of the observational technique. It permits the gathering of developmental data to supplement the cross-sectional data obtained from observation. The interviewer can probe into causal factors, determine attitudes, discover when the problem started, enlist the interviewee in an analysis of his own problem, and secure his support of the therapy to be applied. The method is very limited in its use with young children and with children who are mentally deficient. Junior and senior high school teachers, however, have ample

opportunity to use the interview to supplement their observation.

A teacher frequently sees another side of the personality and adjustment of the child when she observes him in and out of the school environment. The most timid child in the classroom may be a leader on the school picnic or in a social gathering. Similarly, the leader in the classroom may be very ill at ease and recessive at the school party. What type of child is he at home? Does he exhibit the same personality or problem tendencies in the family household that he does at school? In order to understand the child more adequately, knowledge of his pre-school history should be obtained in addition to an evaluation of the present parent-child relationship, the kind of training he now receives at home, the relationship existing between the siblings in the home, and the socio-economic status of the parents. Conferences with parents and visits to the home are vital to a thorough understanding of the child and his problems.

Observation, the interview, and home visitation are largely subjective in character and inevitably reflect to some degree the philosophy and the skill of the worker. The resulting observations in many instances will therefore serve only to locate problem areas that must be broken down into more precise categories. Objective tests provide the necessary precision by measuring the component parts of the problem area. Problems involving the pupil's mental maturity or readiness, grade status in any subject, or aptitude for any area of learning necessitate the use of standard tests of intelligence, achievement, and aptitude. These tests provide objective and reliable measures of specific aspects of the

child's development which are extremely valuable when correlated with and interpreted in the light of the whole problem.

It appears obvious that a comprehensive study of a serious problem presented by a child necessitates not one or two, but all the methods discussed and studied. Such an approach, however, presents difficulties, since the several methods yield results that are not stated in comparable units and therefore are not additive. In using each method successively, we are attempting to separate the problem into its component parts and to study these parts as independently as possible. Before our understanding of the child and his problem is complete, the data must be re-assembled and synthesized so as to yield a composite picture of the whole.

The procedure is not a simple one. In this case the whole is greater than the sum of all of its parts. The data cannot be reassembled and pieced together like the parts of a jigsaw puzzle. The subjective methods yield data which are not comparable with and have not been reduced to the same units as the scores on the objective tests. The problem of organizing, synthesizing, and interpreting the data from the different methods employed is known as the case study method. The remainder of this chapter will be devoted to a discussion and analysis of the case method of studying children. You will apply this method to the study of a problem case as indicated in problem 5 at the end of this chapter.

The case study method which utilizes pertinent techniques, both objective and subjective, seeks to organize and

Advantages and Limitations of Four Methods of Child Study

ADVANTAGES	Observa- tion	Interview	Tests	Case Study
1. Natural	X	X		X
2. Adaptable	X	X		X
3. Reveals causes		X		X
4. Reveals total person	X	X		X
5. Longitudinal		X		X
6. Easy to use	X	X	X	
7. Saves time	X	X	X	
8. Easy to interpret				
9. Objective			X	
10. Reliable			X	X
LIMITATIONS				
1. Artificial			X	
2. Inflexible			X	
3. Reveals symptoms	X		X	
4. Reveals limited aspect of subject			X	
5. Cross sectional	X		X	
6. Difficult to use				X
7. Time consuming				X
8. Difficult to interpret	X	X	X	X
9. Subjective	X	X		X
10. Unreliable	X	X		

synthesize the data into a trustworthy diagnosis of the pupil's problem. If the problem is relatively simple, an interview or a study of standard test scores may suffice to locate the precise nature of the pupil's difficulty. When the problem is deep seated and serious in nature, it is essential that several methods be utilized in order to provide developmental as well as cross-sectional data related to the subject's mental, physical, educational, social, and emotional development. The synthesis and the analysis of these data through the case study method will enable the case worker to perceive the complex relationships existing among symptoms, causes, and primary and contributing factors, and to make a valid diagnosis as a basis for a sound therapeutic program.

The presence of a problem may be determined through observation. Test results from the pupil's cumulative folder should provide valuable information relating to his mental and educational development. Additional tests, both survey and diagnostic, are generally necessary for a more comprehensive analysis. After the test data have been analyzed, an interview with the subject should provide additional information of a personal and developmental nature in the areas not covered by objective tests. Additional interviews are needed to provide further insight into the several aspects of the problem: its onset, development, and the causal factors involved. A verification of the subjective data may then be gained by interviewing teachers and parents and by visiting the home. Pupils afflicted with disabilities in vision, hearing, speech, and serious adjustment problems should be referred to the oculist, pediatrician, psychologist,

psychiatrist, or social worker as the occasion demands. These are some of the initial steps in the case study.

The case study method demands not only data that are accurate and reliable, but it calls for a comprehensive analysis of them in relationship to all aspects of the case. The worker must never utilize techniques that sacrifice completeness in favor of time.

The following are useful criteria for the beginning case worker:

1. The problem should be stated clearly.
2. The case study method should be characterized by its comprehensiveness or thorough analysis of all relevant factors.
3. The data must be developmental as well as cross-sectional in character.
4. The onset of the problem must be determined.
5. A clear differentiation must be made between symptoms and causes.
6. The data must be carefully organized for synthesis and interpretation.
7. Insight must be employed in analyzing the data.
8. The case history, analysis, and therapy must be based upon and substantiated by the data.

The case study method may be divided into four parts: (1) collecting the data, (2) assembling the data, (3) analyzing the data or making the diagnosis, (4) planning the remediation. Steps three and four should form the written record and may be either summarized or presented in the form of an extensive case history. The case study must always include an analysis of the causal factors, for without this, therapy cannot be initiated. The case history must

be based upon the data which have been collected and should consist of an interpretation of these facts so as to indicate the nature of the problem, the symptoms, the causes, and the therapy to be employed in correcting the problem. The discussion must be supported by the findings, and a complete record of the data should be made a part of the report. If this procedure is followed, the data will be available for whatever additional analysis and conferences are necessary to insure the validity of the diagnosis and the appropriateness of the recommended therapy.

The teacher untrained in the case study method will hesitate to undertake what appears to be a very complex and difficult assignment. However, the case study outlines and inventories presented in this chapter will help the teacher to determine what to do and how to do it.

Case study outlines and cumulative records must always be considered a means to the end. They provide a method for the inexperienced teacher to collect valid data. She may not at first be able to interpret all of the facts gathered, but she has made an important first step by collecting reliable and relevant data. The teacher-in-training must consult the instructor, other teachers, supervisors, and specialists for a verification of her analysis. The case study outline presented in this chapter will indicate to the worker the general areas and the more specific aspects of each area which should be investigated. The school inventories list symptoms which provide clues useful in identifying the problem case and the types of problems present. The school, home, and personal inventories seek to reveal fundamental causal factors in these areas. A cumulative test

profile will enable the teacher to plot all test scores from the pupil's cumulative record, to add new scores from tests as they are administered, and to interpret these scores together with other data from a developmental as well as from a present status point of view.

Donald, a high school sophomore, was referred to the University Clinic because he was failing in most of his subjects. He disliked school and wanted to drop out and go to work. He was the oldest of three children, and did not get along with his younger brother who was a good student and very popular. Donald's record in school was consistently inferior, and he barely passed each year. He showed a marked disability in reading, spelling, and writing. He failed the freshman year of high school and found English especially difficult. He disliked reading and did not read for pleasure. He was a discipline problem in junior high school.

Donald was placed by the school administration in a six weeks' course at the University Reading Clinic. Here, under specialized instruction, he improved rapidly, both in comprehension and rate, and before the end of the six weeks' period he developed sufficient interest to read many books voluntarily. His success gave him confidence in himself, and with his basic frustration removed, he determined to complete high school and go to college. The following year he passed in all of his subjects, developed a wholesome attitude toward school, and acquired many friends. Following is a record of his initial and final test scores during his six weeks' attendance at the Reading Clinic.

C.A. 16-0 Binet M.A. 17-2 I.Q. 115

HEALTH: Normal; 30 pounds underweight

HEARING: Right ear normal; left ear normal

VISION: Binocular Efficiency 20/20
Right Eye 20/20; left eye 20/150
Near Vision: Fusion normal, coordination normal

SCHOLARSHIP: Poor

ADJUSTMENT: A disciplinary problem in junior high school

At present recessive, inferior. Dislikes school

California Test of Personality:

Self Adjustment: 55 percentile

Social Adjustment: 35 percentile

Symonds Adjustment Questionnaire:

School: 5 percentile

Home: 18 percentile

Personal: 88 percentile

	<i>Initial</i>	<i>Final</i>
	<i>Grade</i>	<i>Grade</i>
	<i>Status</i>	<i>Status</i>
Michigan Speed of Reading	9.2	16
Gray's Oral	5.5	8
Sangren-Woody Reading—Word Meaning	6.0	11
Comprehension	6.9	10.6
Total Reading	8.0	11
Progressive Achievement Spelling	4.0	7.7

The teacher will find the following list of fifteen steps a useful guide in planning the case study:

1. Keep a record of all symptoms observed.
2. Analyze the symptoms in order to determine the nature of the problem.
3. Study all causal areas possible (home, reading disability, physical, etc.), and determine the causal factors and disabilities that pertain to this case.
4. Select the survey, diagnostic, and aptitude tests needed for diagnosis and administer them to the pupil in addition to a Binet test.
5. Administer or obtain the results of screening tests for vision and hearing.
6. Record past and present test scores on a cumulative record together with any additional data from school records and other reliable sources.
7. Refer the child to a psychometrist, psychologist, guidance director, oculist, otologist, or pediatrician for any additional examinations needed.
8. Interview the pupil, teachers, school nurse, and parents.
9. Visit the home.
10. Analyze all data collected on the inventories.
11. Record on the case outlines, data on the pupil's personal development, school history, and the home environment.
12. Study and analyze all the data collected in order to locate the causal factors.
13. Plan and apply an appropriate remedial program.
14. Administer a battery of standard tests at the end of

the period of remediation in order to determine the effectiveness of the therapy.

15. Write up the case history, describing the nature of the problem, its onset, developmental history, present status, primary and contributing causes, remediation, and the results of the therapy.

The following case study outline provides an over-all view of the important types of data to be collected. This outline will serve as a useful guide for the narrative type of case history.

Case Study Outline

IDENTIFYING DATA

Record the following facts: date, name, address, school, grade, sex, age, date of birth, parent or guardian, occupation of parent, number of brothers and sisters, informant.

THE PROBLEM

Describe the problem in terms of child behavior.

DEVELOPMENTAL HISTORY

Record the following and indicate methods used in obtaining data: History of the problem: its onset and subsequent development.

Family History: Parental relationships; parent-child relationships; child-to-child relationships; socio-economic status.

Personal History: Conditions of birth; age of walking; age of talking; tooth development; habits of eating and sleeping; diseases, disabilities or handicaps; development and present status of height, weight; nutrition; development and present status of sociability, responsibility and cooperation; growth and development in social and emotional adjustment.

School History: Age at entrance to first grade; first grade readiness; readiness for present grade; present mental maturity; present educational maturity; grades skipped; grades repeated; scholarship; school habits; aptitudes and interests; disabilities; behavior; attendance; teacher-pupil relationships; pupil-to-pupil relationships; achievement, intelligence, aptitude, and personality test results, developmental and cross-sectional.

REPORTS OF SPECIALISTS

SUMMARY

Summarize and interpret all data obtained.

DIAGNOSIS

Describe the problem in terms of symptoms. Make a careful analysis of the causal factors.

THERAPY

Prepare a program of remediation based upon the established causes.

The nature and function of the case study has been presented in this chapter together with inventories¹ for record-

¹The inventories appearing in this chapter are the individual forms which do not differ in content from the group forms appearing in the earlier chapters.

ing the data that have been gathered. The case study form provides a convenient means of describing, organizing, synthesizing, and interpreting these data. The completed case history recorded on this form may be filed in the child's cumulative folder. The experiences gained in making several case studies will give most teachers an added insight into and understanding of child behavior. As a result only the most difficult problems need to be studied by this method. The experienced case worker may not care to use the case study form in addition to the inventories. A short description and analysis of the data written in a narrative style may be preferred.

The abbreviated case study form becomes a valuable instrument in training teachers in the case study method. It also provides an organized and concise case history which other teachers can easily read and understand.

Questions and Problems

A careful study of the first four questions below will enable you to acquire a better understanding of the methods of child study and the importance and interrelationship of the background factors. The real test of your understanding of the child study methods presented is your skill in making an effective case study. The experience in child study gained by making several case studies leads to real understanding of children and their problems. After the necessary experience with this technique, you will be in a position to understand and correct most of your problem cases by using one or more of the child study methods.

Behavior

Date.....School.....

Check: Symptom or disability apparent frequently ☒

SCHOLARSHIP

Work Habits

- 1. Unable to plan and outline.
- 2. Budgets time inefficiently.
- 3. Short interest span.
- 4. Does not concentrate on work.

Study Skills

- 5. Very slow reader.
- 6. Fails to comprehend text.
- 7. Inefficient use of an index.
- 8. Unable to read maps and graphs.
- 9. Inefficient use of the library.
- 10. Inefficient use of the dictionary.

Speaking Vocabulary

- 11. Very limited vocabulary.

Achievement

- 12. Below average in subjects.
- 13. Failing in subjects.

READING

Sight Vocabulary

- 1. Faulty word recognition.
- 2. Repeats words.
- 3. Miscalls words.
- 4. Guesses at words.
- 5. Confuses letters.

Inventories

Observer..... Grade.....

- 6. Confuses words
- 7. Adds words.
- 8. Skips words.
- 9. Faulty mastery of basic skills.

Word Analysis

-10. Mispronounces words.
-11. Unable to sound letters.
-12. Will not try hard words.
-13. Reverses letters.
-14. Reverses syllables.
-15. Reverses words.

Meaning Vocabulary

-16. Inadequate meaning vocabulary.

Comprehension

-17. Cannot recall what he reads.
-18. Faulty comprehension.
-19. Does not like to read.
-20. Phrases inadequately.

Rate

-21. A word reader.
-22. Reads too slowly.

SPELLING

- 1. Addition of letters
- 2. Omission of letters.
- 3. Substitution of letters.
- 4. Transposition of letters.

Behavior

Date.....*School*.....

Check: Symptom or disability apparent frequently ☒

ARITHMETIC

Deficient in:

Skills

- 1. Number facts.
- 2. Column addition.
- 3. Carrying and borrowing.
- 4. Two- and three-place multipliers.
- 5. Long division.
- 6. Reading and writing numbers.

Fractions

- 7. Addition of fractions.
- 8. Subtraction of fractions.
- 9. Multiplication of fractions.
- 10. Division of fractions.
- 11. Proper fractions.
- 12. Improper fractions.
- 13. Mixed numbers.
- 14. Reduction of fractions.

Decimals

- 15. Addition of decimals.
- 16. Subtraction of decimals.
- 17. Multiplication of decimals.
- 18. Division of decimals.
- 19. Reading and writing decimals.

Percentage

- 20. Problems in percentage.
- 21. Expressing decimals as per cents.
- 22. Expressing per cents as decimals.

Inventories [continued]

Observer.....Grade.....

Problems

-23. Written problems.

VISION

Acuity Far Point

- 1. Unable to see blackboard distinctly.
..... 2. Holds book too close to eyes.
..... 3. Holds head too close to desk.

Acuity Near Point

- 4. Confuses words and letters.
..... 5. Holds head on one side.
..... 6. Covers one eye when he reads.
..... 7. Frowns when he reads.

Discomfort

- 8. Has inflamed, swollen eyelids.
..... 9. Has inflamed eyeballs.
.....10. Has discharge from eyes.
.....11. Pain in and about the eyes.
.....12. Pain at the back of the neck.
.....13. Has headaches after reading or movies.
.....14. Eyes are sensitive to light.
.....15. Eyes tire when reading.
.....16. Unwilling to wear his glasses.
.....17. One eye turns in (squint).
.....18. Eyes tremble or twitch.

Behavior

Date

School . . .

Check: Symptom or disability apparent frequently ☒

HEARING

Acuity

1. Questions must be repeated.
2. Imitates other pupils.
3. Seems confused.
4. Daydreams.
5. Faulty speech.
6. Unintelligible speech
7. Speaks in a monotone.
8. Voice too loud or too soft.
9. Symbolic gestures in lieu of words
10. Language handicap.
11. Listens very intently.
12. Ignores verbal directions
13. Reads lips—watches faces

Ear Trouble

14. Spells of dizziness.
15. Noises in the ears
16. Excess of wax in ears.
17. Discharge from ears.
18. Earaches or mastoid pains.
19. Previous mastoid operation.

HEALTH

Physical Development

1. Obese, overweight.
2. Thin, underweight.
3. Excessive height.
4. Retarded stature.

Inventories [continued]

Observer

Grade

Health

5. Mouth breather.
6. Frequent severe colds.
7. Frequent sore throat.
8. Chronic cough.
9. Poor teeth.
10. Sore gums.
11. Swollen "glands" in the neck.
12. Dry, scaly skin.
13. Protruding eye-balls.
14. Frequent itching.
15. Convulsions, fits.
16. Blank spells.
17. Fainting spells.
18. Nervous mannerisms, tics.
19. Puffiness of eyes and face.
20. Swollen hands or feet.
21. Sallow complexion.
22. Listless, tired.
23. Falls asleep in school.
24. Frequent absence due to illness

Handicaps

25. Faulty posture.
26. Awkward gait.
27. Crippled.
28. Partially paralyzed.
29. Has had scarlet fever.
30. Has had rheumatic fever.
31. Not immunized against disease.

Behavior

Date _____ *School* _____

Check Symptom apparent frequently ☒

SOCIAL BEHAVIOR

Aggressive

1. Angers easily.
2. Temper tantrums.
3. Uncooperative.
4. Sex irregularities.
5. Uncontrolled bladder or bowels.
6. Enuresis (Bed wetting)
7. Truancy, unexcused absences.
8. Cheats.
9. Resents correction.
10. Destructive.
11. Overcritical of others.
12. Irresponsible.
13. Impudent, defiant.
14. Quarrelsome.
15. Cruel to animals.
16. Irritable.
17. Belligerent, bossy.
18. Bully.
19. Vindictive
20. Steals
21. Dishonest, untruthful.
22. Marked change in personality.
23. Negativistic.
24. Runs away from home.
25. Seeks attention.

Inventories [*concluded*]

Observer

Grade

Recessive

- 26 Overconscientious
- 27 Emotionally inadequate
- 28. Overexuberant
- 29 Whiner
- 30 Pessimistic
- 31 Suspicious
- 32 Plays by himself
- 33 Avoids others, unfriendly.
- 34 Shunned by others
- 35 Over religious
- 36 Daydreams, preoccupied
- 37 Plays with younger children
- 38 Physical coward.
- 39. Selfish
- 40 Feigns illness
- 41 Too submissive
- 42 Depressed
- 43 Overdependent
- 44. Sullen
- 45 Nervous tensions, tics.
- 46 Bites fingernails
- 47 Fearful, timid, shy.
- 48 Worries.
- 49. Jealous.
- 50. Cries easily.

Speech Clinic

Speech Inventory

Check: Symptom or disability apparent frequently ☒

Vocal

1. Remains silent, when he otherwise would talk, because of his speech handicap.
2. Speaks too loudly.
3. Has to be reminded frequently to speak louder.
4. Quality of his voice annoying.
5. Voice lacks variety.
6. Inflections of voice are tiresomely repetitious.
7. Voice suggests a person of different age or sex.
8. Voice differs from what is expected from that individual.

Articulatory

9. Speaks too slowly.
10. Speaks too rapidly.
11. Omits or slides over sounds.
12. Adds superfluous sounds
13. Substitutes one standard English sound for another.
14. Substitutes an unusual sound for a standard English sound
15. Difficult to understand his pronunciation of certain words.
16. Clumsy speech.
17. Speech requires undue effort.
18. Attention is called to *how* he is saying something rather than to what he is saying.
19. Speech is accompanied by distractive movements of the lips or tongue.

University of Wisconsin

School

City or County .

Teacher

Grade

Date

Rhythmic

20. Speech is blocked at times.
21. Speech is blocked by stopping the air flow.
22. Speech is blocked by restricting movements of the tongue or lips.
23. Repeats certain sounds unnecessarily.
24. Distracting movements of head, face, shoulders, hands, etc., during speech block

Linguistic

25. Shows difficulty in understanding simple oral directions.
26. Has difficulty in understanding simple written directions.
27. The words being clear, it is difficult to understand the meaning of his thought.
28. Has difficulty in recalling names of common objects.
29. Resorts to signs and gestures to express his wants.
30. Has difficulty in recognizing simple words when spelled for him orally.
31. Has difficulty in learning to read, write or spell.

Psycho-Educational Clinic

Developmental Inventory of Background Factors

Name

Grade

Check the statements which apply to this pupil. Use 0 if you do not know.

School

Readiness

1. Entered the first grade when he was five years old or younger.
2. Reading readiness test score below average at the beginning of the first grade.
3. A mental age of 5 years and 6 months or lower at the beginning of first grade.
4. Underage mentally for present grade
5. Underage educationally for present grade
6. Present curriculum too difficult
7. Present curriculum too easy

Scholarship

- 8 Repeated grade
- 9 Scholarship difficulty started in the grade
10. Reading difficulty started in the grade.

Teacher-Pupil Relationship

- 11 Present teacher-pupil relationship unwholesome.
12. Unwholesome teacher pupil relationships in the grade.

Pupil-School Relationship

- 13 Disliked school since the grade.
- 14 A disciplinary problem since the grade
15. Irregular school attendance since the grade.
16. Truant in the grade.

University of Wisconsin, Department of Education

Age *Date* *Teacher*

School *City*

Personal

Physical

17. Premature birth.
18. Suffered birth injury.
19. Walked alone at 24 months or later.
20. Learned to talk at 42 months or later.
21. Retarded physical growth.
22. Accelerated physical growth.
23. Abnormally tall () or short ().
24. Abnormally obese () or thin ().
25. Faulty motor coordination.

Health

26. Impaired health during infancy.
27. Chronic disease of

Health Habits

28. Sleeping habits difficult to establish.
29. Food habits difficult to establish.
30. Toilet habits difficult to establish.
31. Diet is unbalanced.
32. Appetite is poor.

Adjustment

33. Overaggressive behavior started in the grade.
34. Submissive behavior started in the grade.
35. Defective speech started in the grade.

Psycho-Educational Clinic

Developmental Inventory of Background Factors

Name

Grade

Check the statements which apply to this pupil. Use 0 if you do not know.

Home Environment

Parental Relationship

1. Parents are incompatible.
2. Parents quarrel.
3. The home is broken
- 4 One or more relatives live in the home.

Child Training

5. Parents disagree on methods of child training
6. Parents dominate the child.
7. Parents are inconsistent in disciplining the child.
8. Parents are too severe in their discipline
- 9 Parents are overindulgent or oversolicitous.
- 10 Parents are neglectful.
11. The child's spending money is inadequate or excessive.
12. The child has no home duties or responsibilities.
13. The child's leisure time is unsupervised.
- 14 The child's food habits are undesirable.
15. The child's rest is inadequate.
- 16 The child's moral and ethical training is inadequate.

University of Wisconsin, Department of Education

Age *Date* *Teacher*

School *City*

Parent-Child Relationship

17. The parents reject the child.
18. The father seems unconcerned about the child's problem.
19. The father seems unconcerned about the child's future.
20. The father disapproves of the child's choice of a career.
21. The father shows no concern for the child's education.
22. The mother seems unconcerned about the child's problem.
23. The mother seems unconcerned about the child's future.
24. The mother disapproves of the child's choice of a career.
25. The mother shows no concern for the child's education.

Child-to-Child Relationship

26. The children are quarrelsome in the home.
27. The child is jealous of a sibling.
28. The child is an only child.
29. The child has too few contacts with other children.

Socio-Economic Status

30. The parents do not speak English.
31. The parents have few if any cultural interests.

Developmental Inventory of Background Factors

Name.....*Grade*.....

Check the statements which apply to this pupil. Use 0 if you do not know.

-32. The parents do not read to the children.
-33. The parents do not use the public library.
-34. There are no worthwhile books or magazines in the home.
-35. There are no books for children in the home.
-36. The father tends to be shiftless.
-37. The mother tends to be shiftless.

University of Wisconsin, Department of Education

Age.....*Date*.....*Teacher*.....

School.....*City*.....

.....38. The family is insecure economically.

.....39. The home is inadequate.

Community

.....40. The neighborhood is undesirable.

.....41. The companions are undesirable.

.....42. Playgrounds are lacking or unsupervised.

.....43. The home-community relationship is unwholesome.

PSYCHO-EDUCATIONAL CLINIC

University of Wisconsin

Department of Education

Case Study Form

Case Worker.....

Case Referred by.....

Name..... School.....

City..... Date.....

Grade..... Sex..... C.A.....

Binet M.A..... Binet I.Q.....

Verbal I.Q..... Non-Verbal I.Q.....

Auditory Acuity: L. E..... R. E.....

Visual Acuity: Binocular..... L. E..... R. E.....

Fusion (N.P.)..... Coord. (N.P.).....

Laterality: Hand..... Eye.....

Occupation: Father..... Mother.....

Siblings: (Age)..... Nationality.....

Medical Report.....

Reasons for Studying This Child:

Description of Items Checked on Behavior Inventories

Scholarship

Reading

Spelling

Language

Arithmetic

Health

Speech

Social Behavior

Case Study Form

Hazardous Background Factors	Description of Items Checked on Development Inventories
Physical Development	
Health	
Adjustment	
Readiness for School	
Reading	
Teacher-Pupil Relationships	
Pupil-School Relationships	
Parent-Parent Relationships	
Parent-Child Relationships	
Child-Child Relationships	
Parental Training	
Socio-Economic Status	
Neighborhood	
Companions	
Supervised Play	
Home-Community Relationships	

Case Study Form

Standard Test Results

11

Elementary

Test	Grade Score
Oral Reading	
Silent Reading	
Sight Vocabulary	
Vocabulary	
Reading Rate	
Arithmetic C.	
Prob. Solving	
Language	
Spelling	

High School

Test	Percentile
Oral Reading	
Silent Reading	
Vocabulary	
Reading Rate	
Language	
Mathematics	
Science	
Social St.	
Adjustment	
Attitudes	

Descriptive Analysis of the Child's Problem

Descriptive Summary of the Hazardous and Casual Background Factors

Therapy—Recommended or Applied

Questions and Problems

Make use of available specialists as consultants, and do not neglect to refer chronic cases and pupils with physical disabilities to the appropriate medical specialist for diagnosis and treatment.

1. Study the tabulation sheet showing the advantages and limitations of the different methods of child study. Discuss briefly why the different methods have the advantages and the limitations shown.
2. Indicate the *significance* of each item in the Personal Inventory and tell how the data may be obtained for each of the items.
3. Indicate the *significance* of each item on the School Inventory and tell how the data may be obtained for each of the items.
4. Indicate the *significance* of each of the items on the Home Inventory and indicate ways of securing the necessary information.
5. Make a case study of one child, recording the results of your observations on the Behavior Inventories. Record the results of the interviews and home visits on the Developmental Inventories.

Administer appropriate tests and summarize all of the data gathered on the Case Study Form, together with a complete statement of the recommended therapy. Teachers-in-training who find it impossible to study a child, will summarize two or more published case histories on the Case Study Form.

Early discovery of a pupil's difficulties simplifies the problem of correction, and an effective program of prevention makes correction unnecessary. What are the earmarks

of an effective mental hygiene program? What are the elements in a school environment that produce an emotional climate which stimulates normal child growth and development? This is the subject for consideration in the next chapter.

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Prevention and Correction of Problem Origins

CHAPTER TEN

ANY method of child study that does not result in bringing help to children with problems and disabilities is of little or no value. Teachers study children because they need to understand them better in order to help them more. Appropriate therapy means more efficient teaching, better guidance, less problem behavior, and happier and better-adjusted children.

The most valuable therapy is the kind that serves to prevent as well as to correct. "An ounce of prevention is worth a pound of cure," is an old adage that is especially applicable to child study. Re-teaching is wasteful and never as effective as the initial learning experiences. Correction and rehabilitation require special services which are costly in terms of time, energy, and money.

A program of child study should result not only in dis-

covering problem cases and in identifying disabilities, but in discovering those areas which are the sources of the problems which children develop. "Problem" communities, "problem" homes, and "problem" schools give rise to conditions which result in *problem children*. Normally adjusted parents and teachers who understand child psychology and mental hygiene will establish conditions and practices in the home and in the school which are conducive to the normal growth and development of every child. Environmental influences of a wholesome character both in the home and in the school tend to prevent and correct problem behavior and promote normal growth and development. Unwholesome conditions and practices foster unhappiness, conflicts, frustrations, insecurity, and serious forms of defensive and compensatory social behavior. Learning, as a consequence, is inhibited.

The correction of existing problems must be considered the urgent, the immediate, and the *expedient* thing to do. The prevention of these problems, however, is more to be desired from the standpoint of the *future welfare of all the children*. Correction alone does not safeguard the future if nothing is done to eliminate the sources of problems. The objective of a program of prevention is to discover the source of the difficulty and to eliminate or correct it. Sources of pupil failures—such as an inflexible curriculum or a reading disability—may be eliminated by appropriate educational practices which provide for instructional and curricular adjustments based upon the individual needs of every child.

Schools dare not evade the responsibility of providing that type of school environment which prevents maladjust-

ment and promotes optimum learning and adjustment. The school is for the child, and any form of organization, administrative practice, or instructional procedure that is too inflexible to meet the needs of every individual, creates an unwholesome condition which soon becomes the source of conflicts, frustrations, and problem behavior. If the school is evaluated in the light of the criterion, *everything for the child*, many of the conditions, practices, and personnel in the conventional school will be found to be exceedingly vulnerable.

The extent to which the school should accept responsibility for the correction of the out-of-school environment must at present rest with the individual school. An increasing interest in the home and in the community is a positive trend in most schools. The extent to which many schools exercise leadership in the community in recreation, parent education, adult education, vocational education, and cooperation with the church and service organizations is indicative of their increased feeling of responsibility in this broader sphere.

What evidence do we have that the school is not highly effective in meeting the needs of individuals and is therefore a potential source of pupil maladjustment? The following are but a few of the more obvious conditions that prevail: failures, laziness, lack of interest, reading disabilities, disciplinary problems, truancy, irregular attendance, low level of aspiration, educational retardation, improper grade placement, vocational maladjustments. What specific conditions and practices in your school are responsible for these conditions? What kind of teachers, school administration,

and school organization will promote interest, constructive goals and objectives, individualization, responsibility, co-operation, mastery, success, happiness, security, and adjustment?

Wholesome conditions and practices which are conducive to the normal growth and development of each child are built upon the following imperatives:

1. Make child study an integral part of teaching.
2. Establish permanent developmental histories through cumulative records.
3. Employ administrative and instructional practices which promote child development.
4. Establish teacher-pupil rapport.
5. Establish teacher-parent and school-home rapport.

These five general points form the basis for innumerable school practices, more than one hundred of which are given here. The expansion of this list is limited only by the imagination and determination of the teacher and administrator.

Practices and Conditions Essential in an Effective Child Study Program

I

MAKE CHILD STUDY AN INTEGRAL PART OF TEACHING

1. Provide time every week for testing, studying records, interviewing pupils and parents, and visiting homes.
2. Provide remedial instruction for pupils with disabilities in reading, arithmetic, spelling, and other specific skills.
3. Make use of all available means—tests, interviews, home

visits, inventories, anecdotal records, specialists—to locate causes of problems.

4. Record and analyze each day those symptoms which reveal problems and disabling factors.
5. Base instructional procedures and curricular assignments upon a study of cumulative records, case summaries, and careful diagnosis.
6. Determine the proper grade placement for each pupil through the use of intelligence and achievement tests, and adjust assignments accordingly.
7. Locate an area in which the dull child is successful and allow him to display his achievements in this field to the other pupils.
8. Locate disabilities in vision and hearing, and make proper adjustments in seating.
9. Maintain a wholesome attitude toward child behavior in all instructional activities.

II

ESTABLISH PERMANENT DEVELOPMENTAL HISTORIES THROUGH CUMULATIVE RECORDS

10. Provide for each child a cumulative folder that is developmental, functional, and usable.
11. File the behavior inventories in the pupil's folder together with the results of tests, interviews, home visits, parent conferences, and anecdotal records.
12. Study the cumulative records as a developmental history, in order to gain a better understanding of the child.

III

EMPLOY ADMINISTRATIVE AND INSTRUCTIONAL
PRACTICES WHICH PROMOTE CHILD
DEVELOPMENT

13. Teach pupils how to study more effectively.
14. Through observation and analysis, discover and point out pupils' wasteful procedures.
15. At the time of making an assignment, point out special difficulties that may be encountered and give suggestions as to how to meet them.
16. Help the pupil discover the method of study best suited to him.
17. Instruct pupils in the efficient use of an index, the library, and the dictionary.
18. Teach pupils how to read maps, graphs, charts, etc.
19. Provide ample opportunities for every child to receive wholesome social experiences.
20. Encourage pupils to take part in home-room and auditorium programs.
21. Appoint every pupil to at least one special committee during a specific period of the school term.
22. Provide an adequate extra-curricular program and guide the pupil in choosing appropriate extra-curricular activities.
23. Make use of aptitude tests and special interest inventories to discover the pupil's special talents and interests.
24. Have the officers of the various school clubs and extra-curricular activities outline their programs at an assembly program. Ask the pupil to tell you which program sounded most interesting and why.
25. Administer a basic testing program which will provide a record of intelligence, achievement, aptitude, social adjustment, and physical development for each pupil.

26. Administer survey achievement tests annually in the basic subjects in grades one through eight.
27. Administer diagnostic tests of achievement as needed.
28. Administer group intelligence tests at the beginning of the first grade and every second or third year thereafter.
29. Administer aptitude tests in mechanical ability, clerical skills, vocational pursuits, art, and music in grades seven through nine and as often as needed in the high school for individual cases.
30. Administer tests of personality and adjustment to individuals as needed.
31. Encourage flexibility in the grouping of students.
32. Administer a promotion policy in the first grade based on readiness.
33. Administer a reading-readiness test, and conduct a reading-readiness program for those pupils receiving low scores.
34. Promote democracy through the school.
35. Allow the pupil to have a part in making and enforcing regulations for the home-room group.
36. Allow the pupil to participate in the student council organization.
37. Provide for the periodic election of officers by the home-room and club groups.
38. Take the pupils to visit the county court, city council, etc., to observe democratic government in action.

IV

ESTABLISH TEACHER-PUPIL RAPPORT

39. Reflect optimism and friendliness toward pupils.
40. Be ready to give the child due credit and a word of encouragement or praise.
41. Participate in the pupil's social and extra-curricular activities.
42. Keep the child's confidence.

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43. Avoid the use of ridicule, sarcasm, scolding, and/or nagging.
44. Avoid domination or "bossiness."
45. Reflect fairness and sympathetic understanding.
46. When a pupil comes to you with his problems, be a sympathetic listener without constantly contributing advice.
47. Judge all pupils or situations objectively on the basis of facts, not emotions.
48. Display sympathetic understanding of pupil needs.
49. Regard all pupils as equally deserving of advice, guidance, and recognition.
50. Extend privileges to *all* children who earn them.
51. Do not make light of a problem which may seem very important to the child.
52. Use disciplinary measures that are wholesome, constructive, and corrective, rather than punitive.
53. Arrange for a correct response to bring its own reward, so that correct behavior patterns are strengthened and wrong ones eliminated.
54. Make sure that the punishment is not an activity to which the child can attach a pleasant feeling.
55. Make participation in certain pleasurable activities dependent upon improvement in some respect, such as attitude, cooperation, social behavior, etc.
56. Be ready and willing to tell a pupil he is improving, whether it be in scholarship or social behavior.
57. Write personal comments of praise on some especially good written work turned in by a pupil.
58. Inform the pupil's parents of some particular accomplishment of his in such a way that he will learn of it.
59. Commend the pupil in the presence of the principal or supervising teacher for marked accomplishment.
60. Make comparisons between the present and past achievement of the pupil and point out specific improvements which he has made.
61. Accept and encourage constructive criticism and sugges-

tions from pupils as to how conditions might be improved.

V

ESTABLISH TEACHER-PARENT AND SCHOOL-HOME
RAPPORT

62. Promote parent-teacher conferences and home visitations as a basis for better understanding between the school and the home.
63. Invite and urge the parents to visit the school and to ask for conferences with the teachers.
64. Show the parents objective evidence to substantiate your judgments of pupils.
65. Interpret the pupil's scholastic record for the parent.
66. Call on the parents at home—sometimes when the child is present, at other times when he is not—to learn all you can about the parents, the pupil, and the home environment.
67. Get acquainted with the problems and the point of view of the parents in order to learn what understanding they have of the child's problems.
68. Reveal to the parents the social problems encountered by the child.
69. Help the parents acquire a wholesome attitude toward success in school.
70. Make the child's health record available to the parents.
71. Through stories of actual cases, show the parents the relationship between school success and success in later life.
72. Inform the parents of any special talents, aptitudes, or interests possessed by the child.
73. Secure the parents' cooperation in encouraging a reasonable amount of home study and proper work habits, attitudes, and ideals.
74. Demonstrate to the parents the necessity for the pupil's regular and punctual school attendance.

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75. Encourage the parents to provide regular home duties for the child.
76. Suggest that the pupil be given a room of his own and that he be made responsible for keeping it in order.
77. Demonstrate to the parents the desirability of requiring the child to perform certain tasks well each day.
78. Discuss with the parents the value of training the child for cooperation and responsibility.
79. Encourage the pupil to help in the home—setting the table, dusting, wiping dishes, gardening, etc.
80. Help the parents plan a better social life for their child.
81. Urge the parents to permit and encourage the child to participate in the school's social and extra-curricular activities.
82. Persuade the parents to send the child to a vacation camp.
83. Urge the parents to participate with the child in the social activities of the school.
84. Urge the parents to spend more time with the child, gain his confidence, and become acquainted with his problems, interests, needs, desires, and achievements.
85. Impress upon the parents the need for and the value of character-building agencies. Urge them to study the child (or make suggestions on the basis of your own observations) to learn what community agency can benefit him most, such as scout work, supervised recreation, Hi-Y club, hobby club, Camp Fire Girls, etc.
86. Urge the parents to make use of community services, such as health clinics of various kinds, free dental work, behavior clinics, and other special agencies.
87. Point out to parents the ill effects that specific home conditions are having on the pupil.
88. Collect all available data on the home environment by personally visiting the home, conferring with the visiting teacher, nurse, welfare worker, and/or any other persons acquainted with the home conditions.

89. Explain to the parents the effects that are noticed in a child's behavior when home conditions are altered. Cite specific examples, if possible.
90. Show the parents how a child's worries about home conditions affect his behavior outside the home.
91. Work out a cooperative plan with the parents to alter certain home conditions for a certain period of time, i.e., a month or two, and confer with the parents from time to time on the results.
92. Convince the parents that correct eating and sleeping habits are essential to success in school.
93. Explain the advantages of giving the child a room of his own for privacy and study either during the day or during the night.
94. Make a study of the home to determine the cause(s) of the conflict in relationships within the home.
95. Interview the child and attempt to gain insight into the relationships existing in the home between parents, parents and child (or children), child and child (or children).
96. In conference with the parents, discuss the family situation and suggest ways in which the causes of conflict may be removed.

Supplementary Administrative Practices and Conditions Essential in an Effective Child Study Program

1. Consider all pupil records as confidential, and make them accessible only to teachers and administrators engaged in child study.
2. Before the opening of a new semester, give teachers an opportunity to study the folders as a basis for further testing and diagnosis.

3. Provide time for child study by relieving teachers of the clerical details involved.
4. Sponsor school clubs and parties to encourage social contacts among pupils of different groups.
5. Arrange for close cooperation between the school and other social groups, such as Boy scouts, Girl Scouts, Hi-Y, YMCA, etc.
6. Have representatives of the various special services, i.e., school psychologist, guidance department, health service, psycho-educational clinic, etc. explain to the teacher their functions and objectives and how cases may be referred to them.
7. Have a qualified person instruct the teachers in the proper methods of recognizing children who need to be referred to specialists or special agencies for remedial treatment.
8. Organize teachers' study groups under the direction of a qualified person to study the problem of selection and administration of tests and interpretation of test results.
9. Provide instruction in the use of the interview as an effective method of child study.
10. Provide instruction in the technique of effective home visitations.
11. Provide instruction in the use and interpretation of anecdotal records.
12. Point out to teachers the advantages of the case study technique in determining the causes of pupil maladjustment and cite specific instances of its successful use.
13. Schedule regular meetings for round-table discussions of pupil problems.
14. Promote panel discussions by small groups of teachers for the purpose of studying the techniques and results of completed case studies.
15. Have the school nurse visit the home, or see the parents at school, to explain to them the nature of the defects and the recommended treatment.

16. If the parents are financially unable to pay for the correct treatment for the child, assist them to secure aid from some community agency or fund.
17. Provide a thorough medical examination at least once a year.
18. Encourage home visitation by providing relief teachers.
19. Promote special activities in the school in which the parents and teachers may cooperate, such as P.T.A., study clubs, lectures, and discussions.
20. Acquaint the parents with the objectives of the school and the level of achievement expected of the pupil.
21. Conduct a "go-to-school" night at which parents go through a typical school day of their child.
22. Provide for curricular adjustment or reclassification of a pupil whenever it is shown by his achievement or by test results that his grade placement is improper for optimum growth and development.
23. Make pupils responsible for order in the halls, on the playgrounds, and in assembly programs.
24. Arrange for school organizations made up of pupils to take over the city government for one day.

Questions and Problems

The problems which follow will help you to study and evaluate the success of the child study program you have been following and to plan a child study program for your future work which will be an integral part of your teaching.

1. What are the conditions and practices found in traditional schools which are unwholesome and tend to produce problems in learning and adjustment? Aiken (1) Ch. 1; Crow (6) Ch. 10-13; Klein (8) Ch. 8, 16.
2. What are the practices and conditions in your school which are undesirable for child study and growth, as eval-

uated by the criteria set forth in this chapter? What are the most desirable aspects of your school program?

3. Plan a constructive program of child study and growth for your school. Torgerson (12).
4. Compare the initial with the final ratings on the behavior inventories for the children you have observed during the term and indicate the changes that have been effected. What types of problems proved the most difficult to correct? What types of therapy proved the most effective?

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